THE ROUTLEDGE INTRODUCTORY COURSE IN

MOROCCAN ARABIC

دروس فالدارجة المغربية

COMPANION @ WEBSITE

Jan Hoogland



ROUTLEDGE

The Routledge Introductory Course in Moroccan Arabic

The Routledge Introductory Course in Moroccan Arabic is ideal for both class-based and independent learners.

No prior knowledge of Arabic is required, as the course guides you step-by-step through the essentials of the language. Transliteration is used throughout to provide learners with an accurate representation of this spoken language while Arabic script is provided from Part II for those who have prior knowledge of Arabic.

Part I introduces the phonology of Moroccan Arabic allowing you to recognize and pronounce the sounds unique to Moroccan Arabic. The basic grammar of Moroccan Arabic is also presented here, ensuring students have a solid foundation on which to build their communicative skills.

Part II is arranged thematically and equips you with the vocabulary and cultural information needed to communicate effectively in Morocco in a range of common situations.

By the end of the course learners will have reached the CEFL A2 level/ACTFL Intermediate-Mid. Visit the companion website: www.routledge.com/cw/hoogland

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The Routledge Introductory Course in Moroccan Arabic

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Routledge
Taylor & Francis Group
LONDON AND NEW YORK

First published 2018
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging in Publication Data
A catalog record has been requested for this book

ISBN: 978-1-138-10466-2 (hbk)
ISBN: 978-1-138-10467-9 (pbk)
ISBN: 978-1-315-10210-8 (ebk)

Typeset in Bembo
by Swales & Willis Ltd, Exeter, Devon, UK
Visit the companion website: www.routledge.com/cw/hoogland

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Preface

The first version of this course was started back in 1983. The Faculty of Arts of the University of Nijmegen provided the Department of Languages and Cultures of the Middle East with the means to compile this syllabus. My colleague Roel Otten, of the Department of Eastern Languages and Cultures at the University of Utrecht, proved an indispensable sounding board and source of information at this stage. A preliminary version of the material was used for a long time to teach Moroccan at the universities of Nijmegen and Utrecht.

After many years, we filled an existing need by creating an expanded and improved version in book form. By using the book and the audio materials, it became possible for the individual student to study Moroccan without a teacher.

In the year 2014 I came to the conclusion an English translation might cater for the needs of speakers of other languages to learn Moroccan Arabic. The fact that there was as yet no course in Moroccan Arabic aiming at oral proficiency written in the English language contributed to the decision to translate my course into English. Tressy Arts turned out to be the indispensable multilingual person combining the knowledge of the three languages involved: Moroccan Arabic, Dutch and English. It is with great pride that I thank this former student of mine for the enormous effort she made to finish the translation.

In the creation of this book, indispensable contributions were provided by several colleagues and informants. First I'd like to mention the members of the supervisory committee at the time, Wil Knibbeler, Jan Peters, Kees Versteegh and Jos Willems. Leila Abdelkrim, Mohamed Ajbilou, Othman Benammar, Khadija Benkina, Moustafa Elkoundi, Rachida Mezjan, Mohamed Moumen and Zakia Tahri proved indispensable as informants and/or recorders of the audio materials. Annemiek Hendrickx helped systematically entering the data into the computer.

I'd like to also thank my colleagues Anita van Duyn, Louis Boumans and Roel Otten, who proofread all the material in its final stage. Most of their remarks and suggestions have been incorporated in the final version. They pointed out some mistakes and inconsistencies, improving the book's usefulness. Any remaining errors are mine.

I hope this course of Moroccan Arabic will contribute to a better mutual understanding, both in situations in which Moroccans have migrated to other countries and people have become interested in the original language of those immigrants, and in the situation of foreigners visiting Morocco or living there and wanting to communicate with Moroccans.

Finally I would like to express the hope and expectation that young people with a Moroccan background who are living outside Morocco will be enabled by this book to reach a certain level of competence in the language of (the country of) their ancestors.

Leidschendam, 2017

Introduction

This basic Moroccan language course aims to train you in speaking and understanding the Moroccan Arabic dialect. From now on, we will refer to this as 'Moroccan'.

You might already know that the Moroccan language has regional differences (in addition to Berber languages and dialects). The Moroccan you will learn in this course is roughly the dialect of the area around the large cities of Rabat, Meknès and Fez, which we could call Standard Moroccan Arabic. This is the language you hear on the radio and on television, when people don't speak Modern Standard Arabic (MSA, Morocco's official language). This variety of Moroccan should serve you all over Morocco, unless you are in an area where only Berber is spoken.

After finishing this course, you should be able to conduct a simple conversation about everyday subjects in Moroccan. It's always hard to describe language ability in concrete terms, but you should be able to make statements, ask questions and properly communicate with Moroccans about everyday subjects like food and drink, living and houses, school and education, personal identification and family situation, etc. You will also be able to understand a Moroccan conversation partner who does their best to speak clearly. In terms of the Common European Framework, you should end up at about A2-level.

Because of the large difference between English and Moroccan, getting to this level is no mean feat, especially if at the start of the course you had no prior knowledge of Moroccan or Arabic.

Next, you may wonder how much time all this will take you. This of course depends on several factors, like your 'feeling' for the language. In principle, you should be able to work through the entire course in 240 hours, in such a way that at the end you are indeed able to have that simple conversation. Those 240 hours include time for reading, practicing with the audio files, doing written exercises and learning the vocabulary.

For students with prior knowledge of another variety of Arabic, the time required may be significantly less, maybe as little as half.

Glancing through the book, you will immediately notice that it doesn't use the Arabic script, but that Moroccan is written using Latin characters. The motivation for this you will find in the introduction to the phonology.

The course consists of two parts, with the division between lessons 41 and 42. The first part (up to lesson 41) first of all contains the phonology of Moroccan. In this part, you will learn to recognise and pronounce all the sounds Moroccan has. This section is important for both the student who is already familiar with Arabic (a different dialect, or MSA), and the student who has never learnt any Arabic before. The phonology

is sometimes a bit theoretical in nature, but usually you need only read through the theoretical fragments, and then concentrate on listening to and pronouncing the Moroccan words in the exercises. The theoretical fragments are indicated by a vertical line in the margin.

In addition, this first part contains 41 lessons that mostly teach you the grammatical base structures of Moroccan. In this section we deliberately practice the basic structures with a limited number of words, allowing you to concentrate on the grammar, which is the focus in this part of the course. This means that these 41 lessons contain comparatively much grammar and few new words. We did, however, try to always make the exercises communicative, meaning that every sentence in the exercises contains a message. You don't just convert a sentence into another sentence, but you are provided with information that you must use when formulating an answer or response. This information might consist of a word in English or Moroccan, or a picture or symbol.

The time needed to properly work through this first part of the course is about 30 per cent of the total time.

The second part (starting with lesson 42) is constructed differently. Each lesson contains a significant addition to the vocabulary, and is aimed more at practical language use. In addition to grammar, we will discuss notions and functions (see the explanation several paragraphs down) in these lessons. The words are linked to eight content themes: personal identification; meeting, greeting and saying goodbye; food and drink; living, accommodation and houses; language learning and language problems; education; work and jobs; illness, health and healthcare. These themes are discussed in eight blocks of three lessons each. These lessons only have the content theme in common, other than that each lesson is its own separate unit. At the end of the course, you will have learnt about a thousand Moroccan words.

As for a dictionary of Moroccan Arabic, we suggest the dictionaries English-Moroccan and Moroccan-English by Richard S. Harrel (Georgetown University Press, 1966). Note that the transcription system of these dictionaries differs from the system used in this course.

Home study

The course has been designed to enable students to work through it without a teacher, with the aid of the audio material. The grammar, notions and functions are explained explicitly and elaborately, so you shouldn't be left with any questions after studying them.

For students with prior knowledge of Arabic the explanations may seem a bit long-winded. But do spend enough time on the accompanying exercises. Recognizing a grammatical construction is not the same as being able to use it actively in practice.

As tests, and to encourage active participation when reading the explanation, there are regular questions within the explanations. Often they are followed by a sentence like: don't read on until you have answered this question. This is to encourage you to think about the previous matter. We would recommend using this option for 'active learning'. Subscript numbers indicate where you can find the correct answer in the key.

A notional-functional approach

Above we mentioned notions and functions. Together with the grammatical structures, they form the 'framework' of the course. To give you an idea of notions and functions, here are some examples:

Notions indicate concepts like: all/every/any/whole, sometimes/often/occasionally/x times, the same as ...

Functions are used to achieve things with other people, like expressing (dis)pleasure, making a request, introducing people, etc.

These two categories are mostly aimed at communication skills, that is, speaking to achieve something: having someone else understand you, or do what you would like them to do.

Exercise manual

Many exercises are aimed at speaking skills. We have included a communicative element in as many exercises as possible, i.e. the sentences in the exercise contain a message.

It is not recommended to do the exercises without knowing what the words mean. The exercises are not just to help you understand and use the grammar, but also to learn to actively use Moroccan. The more you listen to the exercises and the texts, the better you will remember the words.

You also need to realise that Moroccan is exclusively a spoken language. The writing is only an aid. So it's important that you don't write the 'solutions' next to the exercises and then read them out loud. The exercises are intended to imitate communicative situations, and during communication you can't sit down and puzzle things out in writing, you need to respond immediately.

In a limited amount of exercises, it will be useful to write some things down. This will be indicated, for example by an underlined blank space, which means you need to fill something in.

Working with the sound files

This symbol indicates this exercise has a sound file. The sound files can be downloaded from the website mentioned at the front of the book. (www.routledge.com/cw/hoogland)

Some exercises are only included in a sound file for correction. You may have done an exercise in the book, and to check it, you listen to the exercise. You can also use those exercises as listening exercises by listening without opening the book.

Other exercises require some more active effort. Those are the so-called stimulus-response exercises. In those, you will hear something (a stimulus), and should respond to that (with a response). Usually those exercises imitate a dialogue. You have to answer a question, or respond in a different way, for example by accepting or declining an invitation, or to give the reason you do or do not want to do something, etc.

The best way to go about these is as follows: listen to the stimulus and stop the player. Use the pause to actually say something. Then when you restart the player, you will hear the right response, recorded by a Moroccan native speaker. If you don't stop the player, and don't say something in response yourself, you miss a good opportunity to practice. The ideal response by the native speaker is intended as a check, to compare with what you just said yourself. If you want, you can repeat the ideal response after it's been pronounced by the native speaker.

So in summary:

stimulus	*response*	*ideal response*	*repetition*
voice on player	student	voice on player	student

If you have access to a device that lets you record your own voice in addition to the voice of the native speaker, the best option is to listen to the entire exercise a second time, so including what you recorded during the first round. Listen to your response very critically, comparing it to the ideal response of the native speaker. During this second round, also pay attention to pronunciation, stress, etc., since you will probably have focussed on checking the vocabulary and conjugations during the first round.

Note that there are exercises where you are advised to do the exercise with your book closed, so using only your hearing. It is important that you follow that instruction: it's the best imitation of real life, where your conversation partner won't offer you their lines on paper before they speak either.

The exercises that are not included in the audio files you can check using the key. The best way to go about this is as follows: record the sentences that you make on a recording device, and then play them while you check in the key if you have made the right sentence.

To conclude, I hope you will enjoy learning Moroccan with this course, and wish you every success.

Jan Hoogland

Phonology

Before we get started on Moroccan grammar, we will introduce the sounds of the language. But before we do that, we need to discuss the way Moroccan is written in this course.

When Moroccans write, it is usually in the official written language, Classical Arabic, which in its modern form is also called Modern Standard Arabic.

The Moroccan dialect is the language of informal (oral) communication. Writing it is taboo, though it does happen occasionally. People then write Moroccan using the Arabic script. For didactic reasons, we will in this course use the Latin alphabet, adapted by adding some modified letters, to render Moroccan.

1 Unmodified characters from the Latin alphabet

1.a The vowels

Moroccan has three *long vowels*: **a, i, u**. Long here means that they are pronounced about as long as the *a* in English 'father'. At first, we will only give one pronunciation for each of the three long vowels.

a This long vowel, when used within a word, is usually pronounced like the *a* of English 'bad'.

i This long vowel, in all positions, is usually pronounced like the *ee* in English 'cheese'.

u This long vowel, at the start and the middle of a word, is usually pronounced like the *oo* in 'choose'.

Moroccan also has two short vowels. We will only name one here, because the **ŭ** will be discussed later on.

e This short vowel is usually pronounced like the *e* in English 'daughter'. This vowel never occurs at the end of a word or even a syllable.

1.b Consonants pronounced like in English

The pronunciation of **b, d, f, g, h, k, l, m, n, p, s, w, y, z** is about the same as in English. The **p** only occurs in loan words. Note the following comments:

1. **l** is articulated with the tip of the tongue against the front palate and with the tongue in a middle position. So not like in *bell*, but like in *lip*.
2. **w** is articulated with both lips, so not with the bottom lip against the top teeth.
3. All consonants may be duplicated, meaning they last twice as long (compare English 'u*nn*ecessary') (For more information see 3: 'Double consonants'.)

Exercise 1

Listen carefully to the words below. They don't contain any extraordinary characters or sounds.

There is no need for you to learn the meanings; these words have been chosen for their sounds, not their meanings.

mal	possession	dun	without
pil	(electric) torch	hak	take!
kul	eat!	smid	porridge
ban	he appeared	bul	urinate!
lil	night	zal	he stopped
bus	kiss!	bik	with you
kas	(drinking) glass	wad	river
rif	Rif		

Exercise 2

Now pronounce the Moroccan words below.

Try to pronounce the word first, then listen to the sound file for correction, then repeat the speaker in the sound file.

bal	mind	mus	knife
dik	that	nam	he slept
mul	owner	wil	bad luck
lam	he reproached	fut	go past!
fik	in you		

Exercise 3: g

Pronounce:

gal	he (has) said
figig	Figuig (town in the south east of Morocco)
gid	shackle
gdam	heels
dgig	flour

1.c Consonants pronounced differently than in English

q, r, t, x are not pronounced as in English.

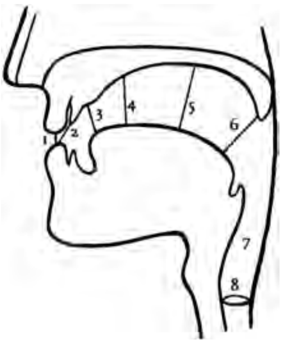
q is a sound which is comparable to *k*, but it's not articulated against the palate (like the 'normal' *k* is), but against the uvula (further back in the throat, see Figure 1). You can find the right place of articulation by doing the following exercise:

Say 'ki ka ku' and note how the place of articulation (where the back of the tongue touches the palate) moves further and further toward the uvula; one step further and you say **qu**. (To feel where your uvula is, you can gurgle – you use your uvula for that.)

r is articulated with the tongue against the front palate, like in Spanish.

t is an English *t*, followed by a short s-sound (but if the **t** is before an **n** or **l**, it doesn't get that short s-sound).

x is pronounced like the ch in Scottish 'loch'.



1	lips	b, ƀ, m, w
2	upper teeth	f
3	front palate	t, ŧ, d, đ, s, ṣ, z, ƶ, n, l, ł, r, r̲
4	hard palate	š, ž, y
5	soft palate	k, g
6	uvula	q, x, ḡ
7	pharynx	ħ, ɛ
8	glottis	', h

Figure 1 The articulatory organs and the consonants made with them

Exercise 4: g-q

Listen to the difference between:

gul	say! (rural dialect)
qul	say! (urban dialect)

Variant pronunciation of the vowels

The line in the margin indicates that this part can be seen as 'extra information'. Reading it once is enough.

In Exercise 4 you don't just hear a difference between the two starting consonants, but also between the two vowels. This is because the **q** influences the pronunciation of any adjacent vowel: the **u** in **qul** sounds different from the **u** in **gul**. In other words, vowels get a different pronunciation if there is a **q** next to them. After a **q** the vowel is more open, that is, with the mouth further open. The sound moves into the direction of 'o' as in 'open'. When you pronounce an 'o', your mouth is more open than when you pronounce an 'u'. Some people call this a 'darker' variant.

Up to here we have only seen the vowels **u**, **a** and **i** in the middle of words. In the next exercise **u**, **a** and **i** occur at the end of the word. The vowels **a** and **u** then change their pronunciation.

i usually sounds the same at the end or in the middle of a word.

a when at the beginning or end of a word is pronounced in a more open way: more like *a* in English 'father'.

u at the end of a word is pronounced in a more open way, going in the direction of 'o'.

If these long vowels are at the end of a word, they are shorter than at the beginning or in the middle of a word. At the end of a word, they don't last as long as English 'load' but are more like English 'no'.

Exercise 5: q

Pronounce:

qal	he said
dqiqa	minute
qum	get up!
daqu	they tasted
baqi	still
qiqani	extra

Exercise 6: k-q

Pronounce (mind the contrast between **k** and **q**):

kal	he ate	fiq	wake up!
qal	he said	fluka	boat
kas	drinking glass	fluqa	mess (pl.)
qas	he measured	kelb	dog
fik	in you	qelb	heart

Pairs like **qal-kal** and **kas-qas** really only differ in one point (the small difference in the sound of the vowels is just a consequence of the difference **k-q**). Differentiating the two starting consonants (in this case **k-q**) results in two different words with different meanings. Pairs like that are useful to illustrate the difference between two sounds, and they also illustrate what the consequence is of pronouncing a word wrong: you then say an entirely different word with a very different meaning.[†]

[†]In the back of this book is a 'key'. There you will find the answers to questions like this. The number of the question corresponds to the number in the key.

Exercise 7: t

Pronounce:

tut	mulberries	
bit	room	How is it different from English 'bit'?
tebda	you start	
kliti	you ate	

If **t** is followed by **l** or **n**, the short s-sound after the **t** is usually not pronounced.

Exercise 8

Pronounce:

tla	he recited (the Koran)
tlata	three
tnin	two

x This sound has a similar effect on the surrounding vowels as **q**: they become a bit 'darker'.

Exercise 9: x

Pronounce:

xali	my uncle
xuxa	peach
dxŭl	enter!
sxun	hot

y For now we will only look at **y** before or after a long vowel, just as with **w**.

Exercise 10: y

Pronounce:

yas	myrtle (shrub)
buya	my father
atay	tea

2 Modified letters of the Latin alphabet

Because Moroccan has 31 consonants, the Latin script is insufficient: we need to modify letters to create extra ones.

2.a Modification of consonants by ˇ (over letter)

The modification *sign* ˇ is used with just two letters:

š is pronounced like *sh* in 'ship'.

ž is pronounced like *j* in 'jury'.

Exercise 11: š and ž

Pronounce:

rsem	act	sabab	cause
ršem	he marked	šabab	youth

zad	provisions	žbel	mountain
žad	fifth lunar month	xrez	he suffocated
zbel	rubbish	xrež	he went out

Now replace the letters in italics in the words below by the characters we have just learnt:

*sh*ip *j*ury stowa*g*e bu*sh*el *j*ournal *J*ean lu*sh* Geor*g*e

2.b Modification of consonants by – (dash through letter)

ǥ is like the sound of the *r* in French 'Paris'. This consonant affects adjacent vowels in the same way as we described for **q** above (a slightly more open pronunciation of the vowels).

ǥ, together with **q** and **x**, forms the group of the uvular consonants.

Exercise 12: g-ǥ

Pronounce (mind the contrast!):

gul	say!	frag	crowds
ǥul	monster	fraǥ	emptiness
baga	payment	gadi	raging
baǥa	bakelite	ǥadi	going

In other consonants, a dash through the letter indicates an articulation involving the pharynx, the part of the throat between the root of the tongue and the larynx (see Figure 1). In English the pharynx isn't used to make distinctive consonants, but in Moroccan the pharynx is important. Use your muscles to slightly contract it.

The following two consonants are produced with the pharynx alone; so they are pharyngeal consonants, or throat consonants.

ħ is a voiceless fricative that you produce by squeezing air through a slightly narrowed pharynx. It sounds like **h** at the start of the English word 'huge'.

ε is a voiced fricative (so vibrating the vocal cords), that otherwise is made like **ħ**. The **ε** sounds like an **a** to the untrained ear, but it's definitely a consonant, not a vowel!

Exercise 13: ħ and ɛ

Pronounce (mind the contrast!):

ħali	current	ɛin	eye
ɛali	high	ħut	fish
ħin	when	ɛud	wood

Exercise 14: ħ and h

Pronounce:

ħdaya	beside me	šriha	buy her!
hdaya	guidance	buħ	reveal!
šriħa	dried figs	buh	his father

The so-called *pharyngealised consonants* ('dull consonants') **ƀ, đ, ł, ƀ, m̶, ɍ, ꞩ, ŧ, ƶ** are articulated in the same way as the 'normal' **b, d, l, m, r, s, t, z**, except that involvement of the pharynx is added to the 'normal' pronunciation. They are also called 'emphatic **r**, **t**, **d**' etc.

Because the muscles in the pharynx are slightly tensed, the place of articulation (for example the place where the tongue touches the teeth or the palate) automatically moves a bit backward ('throatward') compared to the 'normal' (unpharyngealised) consonant.

All this results in the consonant sounding duller and darker. So you could also call them 'dull' consonants.

Pharyngealisation only occurs in consonants. However, the vowels before or after such a consonant are affected: they sound more open, 'dull and dark'. The correct pronunciation of the consonants should lead automatically to the correct 'timbre' for the vowels, because of the position of the mouth.

ŧ is a 'dull' (pharyngealised) **t**, though without the short sibilant.

Exercise 15: t-ŧ

Pronounce (mind the contrast!):

tab	he repented	ŧub	flagstone
ŧab	he cooked	ħit	when
tub	cloth	ħiŧ	wall

đ is a 'dull' (pharyngealised) **d**.

Exercise 16: d-đ

Pronounce (mind the contrast!):

dar	he did	đim	care
đaɍ	he turned	ndir	I do
din	faith	nđiɍ	copy

ꞩ is a 'dull' (pharyngealised) **s**.

Exercise 17: s-ꞩ

Pronounce (mind the contrast!):

sif	sword	seff	he sniffed
ꞩif	summer	ꞩeff	row
snan	teeth	sħab	clouds
ꞩnan	armpit smell	ꞩħab	friends

ƶ is a 'dull' (pharyngealised) **z**.

Exercise 18: z-ƶ

Pronounce (mind the contrast!):

zina	decoration	ɍƶana	seriousness
ƶina	dozen	rezza	being prejudiced
rzama	wooden hammer	ɍeƶƶa	turban

ɍ is a 'dull' (pharyngealised) rolling **r**. The difference between the 'normal' **r** and the 'dull' **r** is hard for the unpracticed ear to notice. It's also hard to distinguish them when speaking. Therefore the dull **r** may well be the hardest of the dull (pharyngealised) consonants.

Exercise 19: r-ɍ

Pronounce (mind the contrast!):

bra	he shone	ħžeɍ	rocks
bɍa	he healed	ɛger	infertility
ħžer	lap	ɛgeɍ	he hurt

ƀ, m̵ and ł When one of the dull (pharyngealised) consonants mentioned above (*not* the throat consonants **ħ** and **ε**!) occur in a word together with a **b**, **m** or **l**, the latter three consonants are automatically pronounced in a 'dull' (pharyngealised) way. It is very rare that these are dull (pharyngealised) of their own accord, without the presence of other dull consonants. In those rare cases, we write **ƀ, m̵, ł**.

If **b, m** and **l** are pharyngealised under the influence of other consonants, we *don't* write a dash through them.

For example:

łłah	Allah (**l** that's dull of itself so **ł**)
bułа	lamp (Idem)
but:	
ŧebla	table (Under the influence of **ŧ**, the **b** and **l** are pronounced dully as well, but we write **b** and **l** without dashes.)
kebbuŧ	overcoat (Idem; the two **b**s are pronounced dully.)

Exercise 20

Pronounce:

bula	pee
buła	lamp (An **l** that is dull of itself can indicate a difference in meaning from the 'normal' **l**.)

Note that in the latter word the **b** has a dull (pharyngealised) pronunciation, under the influence of the **ł**.

So the two words **bula** and **buła** are different in two places. But under the influence of the two dull (pharyngealised) consonants in **buła** the two vowels u and a are 'coloured' as well, so actually the two words are different in four places.

2.c Modification of consonants by ⌒ (arch over letter)

This sign indicates that you should round your lips (like when you pronounce *u*) when pronouncing the consonant written underneath. This rounding of the lips hardly ever differentiates meaning. That means that there is little chance that you would say two different words with different meanings by rounding or not rounding your lips. The sign ⌒ is used in the sounds **b̑, k̑, m̑, x̑.**

To practice the pronunciation, pronounce the English word ‘coo’. Note how your lips are already rounded when pronouncing the **c**, in anticipation of the *oo*. Again round your lips, say a *c* (like you are about to say ‘coo’), but immediately after pronouncing c put your lips back in their normal position and pronounce *ee*: **k̂ee**.

Exercise 21 (no audio file)

Pronounce consecutively:

moo	b̂eet
m̂ay	cool
boot	k̂arl

Exercise 22

Listen and repeat:

m̂m̂i	mother
b̂b̂a	father

Exercise 23

Listen and repeat:

k̂baɍ	large ones
x̂ɍa	other one

Exercise 24

Pronounce:

kbal	corn cobs	xɍa	faeces
k̂baɍ	large ones	x̂ɍa	other one

2.d The glottal stop (hamzah)

’ In our set of consonants we are still missing a sign for the so-called glottal stop. We will use the sign ’ (an apostrophe) for this. The glottal stop is a consonant that entered Moroccan from Classical Arabic via loan words.

What is this sound exactly? If you close your vocal cords (hold your breath), build some breath pressure in your chest and then release your vocal cords, you hear a small pop-like sound in your throat as the air escapes.

This sound is often used in English, though it isn't an official letter. You hear it when a Cockney pronounces 'bottle' (bo''le), or when you carefully pronounce 'co-ordination'. It can also be pronounced at the start of 'apple'.

Exercise 25 (no audio file)

Let's pretend we're Cockneys and pronounce the following words with the t replaced by a ':

shuttle

shu''le

cat

ca'

later

la'er

Exercise 26

Now practice pronouncing Moroccan words:

ɍa'is		'anba'	(glottal stop after the second **a**)
kana'is		'aɍa'	(idem)
'usɍa		'iŧaɍ	
ɛa'**ĭ**la	(**ĭ** is a short *ee*-sound, will be explained further on)		

Note that the glottal stop can occur at the end of a word: it is a proper consonant.

3 Double consonants

We briefly mentioned the occurrence of double consonants before (there are no double vowels in Moroccan). We have already seen some words with double consonants in the previous exercises:

seff	ɍeƶƶa
ꞩeff	m̂m̂i
rezza	b̂b̂a

In Moroccan, all consonants, regardless of their position in the word, can occur doubled. A double consonant can make a big difference in the meaning of a word. That's why we will discuss this in some depth. A consonant being double means that there is twice as much time between the start and the end of the consonant than when it's single.

Exercise 27

Pronounce:

nas	people	đaɍ	house
nnas	the people	đđaɍ	the house
tani	second	ꞩif	summer
ttani	the second	ꞩꞩif	the summer
dak	that	lħem	meat
ddak	he took you	llħem	the meat

There are plosive consonants (e.g. **b, d, t**) and non-plosive consonants (**r, s**). Plosive consonants really only take a fraction of a second to pronounce and end in a sort of explosive sound. Non-plosive consonants you can keep pronouncing for seconds; when pronouncing plosive consonants you can wait a moment between the onset and the proper explosion.

Exercise 28

Pronounce:

šlala	rinsing	bqa	he stayed
šellala	basket	beqqa	he made stay
šta	rain	ɍεa	he grazed
šetta	he spent the winter	ɍeεεa	he made graze
ꞩła	ritual prayer	dxel	he entered
ꞩełła	he performed the ritual prayer	dexxel	he made enter

Exercise 29

Pronounce:

flet	he escaped	ħeqq	truth
flett	I escaped	ꞩꞩeff	the row
ħeŧŧ	he put	ꞩꞩeħħ	the truth
yedd	hand	ddemm	the blood

What is the difference between **tt** (in **flett**) and **ŧŧ** (in **ħeŧŧ**)?[2]

4 Short vowels

e The most common short vowel is **e**, which you have encountered regularly by now. In paragraph 1.a. we only mentioned one sound variant of **e**. But if you have been listening carefully, you will have heard some other sound variants of the same short vowel in the last exercise (Exercise 29).

Exercise 30

Listen carefully to the following words, trying to hear the different sound variants of **e**:

đeɍt	I turned	ħeɍt	the ploughing
ꞩeff	row	weld	boy
lqent	corner	lewwa	he turned
xenša	sack	yedd	hand
ǥenna	he sang	beyyen	he explained
ɛemmi	my uncle		

Listening to these words, you hear the following:

1 The uvular consonants **x, ǥ, q**, and often the dull consonants as well, make an adjoining **e** sound more open, like the short vowel in 'but'.

2 The throat consonants take the aforementioned effect (of making **e** sound more open) even further, making it sound like a short version of the **a** in 'large'.

3 **e** in the vicinity of **w** sounds like the short vowel **oo** in 'crook'.

4 **e** in the vicinity of **y** sounds like the short vowel **ea** in 'peat'.

Note

When **e** sits between a throat consonant and **w**, it is the throat consonant that determines the pronunciation of **e**:

ɛewwež	he twisted	(**e** sounds like a)
ħewli	ram	(**e** sounds like a)

Note

When **e** sits between a throat consonant and **y**, it's the throat consonant that determines the pronunciation of **e**:

ɛeyn (**e** sounds like a)

The following rules are very important:

– The combination **ew** can also be pronounced as a long *oo*:

šhewtu	(šhutu)	his desire
mewɛid	(muɛid)	appointment
žewwɛu	(žuwɛu)	they starved

– The combinations **ye** and **ey** can also be pronounced as a long *ee*:

yedd	(idd)	hand
yekteb	(ikteb)	he writes
zeyyfu	(ziyfu)	they wiped
lħeytu	(lħitu)	his beard

So the pronunciation of **e** strongly depends on its surroundings. But there are more peculiarities to **e**:

1 **e** only occurs in a *limited number of positions* in the word:

- **e** never occurs at the start of a word;
- **e** never occurs at the end of a word;
- **e** never occurs at the end of a syllable.

(All this as opposed to the long vowels **a, i, u** that can occur at any position in the word).

2 ***e*** is *unstable*, meaning that this vowel:

– sometimes isn't pronounced:

sett snin (stt snin) six years

– can be expelled, e.g.:

xerrež he removed

xerržu he removed him

Can you think of a reason for this expulsion of **e**?[3]

– can change places, e.g.:

kteb he wrote

ketbat she wrote

Can you think of a reason for this **e** changing places?[4]

In these aspects, **e** is again different from the three long vowels **a, i, u**. Those are always pronounced, are never expelled and never change places.

That's why we call **e** 'the unstable vowel **e**', as opposed to the stable **a, i, u**.

Moroccan has a second unstable short vowel: **ŭ** (called the 'short u').

There are only two varieties of pronunciation:

– A slightly open short vowel, going towards *o* in 'lorry'. This variety occurs in the vicinity of uvular, dull (pharyngealised) or throat (pharyngeal) consonants.
– A proper u-sound like the short *u* in 'put', when near other consonants.

The **ŭ** isn't as variable in its pronunciation as **e** is, simply because it doesn't occur near a **w** or **y** (we write **ŭw** and **wŭ** as **ew** or **we** – see above).

Unstable short vowel **ŭ** is as limited in its occurrence as **e** is: never at the end or beginning of a word or at the end of a syllable. Regarding the instability, we can say that:

– some speakers say **ŭ** where others say **e**:

speaker A yeskŭn he lives

speaker B yesken he lives

– **ŭ** can change places under certain circumstances (but then takes the shape of **e**), e.g.:

xrŭž go outside!

xeržu go outside! (to more people)

In this example **ŭ** is clearly bound to its spot between **r** and **ž**. If the short vowel needs to jump to the spot between **x** and **r**, **ŭ** changes into **e**.

Moroccan speakers also use a lot of loanwords from Modern Standard Arabic. To be able to write those words unambiguously, we need to add two more vowels to our alphabet:

ĭ (the short *e* from 'm*e*te')

ă (the short *u* from '*u*p')

5 The semivowels w and y

w and **y** can be pronounced as vowels when they occur at the start of a word, before a consonant. In this position **w** and **y** are pronounced as **ŭ** (a short *u*), or **ĭ** (a short *ee*) respectively, e.g.:

wled (ŭled)

ybes (ĭbes)

6 Long vowels a, i, u again

In several places in the previous pages we referred to the different pronunciation variants of the long vowels. To be complete, we will list all variants here, with a description of when they occur.

Listen especially carefully to the examples in the following exercises.

Exercise 31

*The long vowel **a***

a at the *start* of a word:

amin amen

a at the *end* of a word:

dima always

a in the *middle* of a word, sounds like:

1 near uvular consonants:

xal	uncle
qam	he got up

2 near throat consonants:

ɛam	year

3 with dull consonants:

s̶am	he fasted

4 with other consonants:

lam	he reproved

Exercise 32

The long vowel ***u***

u at the *beginning* of a word:

uhiya	and she

u at the *end* of a word:

lamu	they reproved

u in the *middle* of a word sounds like:

1 with dull consonants:

s̶um	fast!

2 with **q**:

qum	get up!

3 with other uvular consonants:

ǥul	monster

4 with throat consonants:

ɛum	swim!

5 with other consonants:

num	sleep!

With some speakers this tends towards the *u* in 'huge' when pronounced by a Scottish speaker, or the *ue* in French 'rue'.

Exercise 33

*The long vowel **i***

i at the *beginning* of a word*:*

iŧaɍ frame

i at the *end* of a word*:*

đaɍi my house

žeddi my grandfather

i in the *middle* of a word sounds like:

1 With uvular, dull, and throat consonants:

xil horse

qim make (tea)!

ħin if

ŧin clay

2 With other consonants:

lil night

This may all seem rather complex and hard to remember, but you don't really need to remember all this, since most of these pronunciation variants will automatically be realised when you pronounce the surrounding consonants correctly: if your mouth is in the right position to pronounce a consonant, you will automatically pronounce the adjacent vowel correctly.

The next exercise aims to teach you to avoid two common mistakes: a **u** at the end of the word that sounds too much like an **oo**, and an **a** in the middle of the word that sounds too much like the **a** in 'father' rather than the a in 'bad'.

Keep in mind that long vowels at the end of the word are shortened.

Exercise 34

Pronounce:

žaɍu (with end-**u** that is slightly more open)

damu (idem)

qalulu	(idem)
nam	(with a as in 'bad')
kal	(idem)
ban	(idem)

What we have said here about pronunciation variants applies to most of the Moroccan language. However, local dialects may differ slightly.

7 Stress (accent)

We haven't yet discussed the stress (accent). The stress does not influence the meaning of a word. There are no two words with different meanings that only differ in stress.

However, the stress can help you to determine where one word stops and another starts in a continuous stream of words. And when speaking Moroccan yourself, it helps to put the stress on the right syllable. People will understand you better, because it sounds more like 'proper' Moroccan.

We will now determine the most important rules regarding the placement of the stress with the aid of some examples.

Exercise 35

Listen and note the location of the stress by placing an accent on the vowel of the stressed syllable.

qam	he got up	đaɍha	her house
qamu	they got up	mizan	scales
wlad	boys	mizanu	his scales
wladu	his boys	ɍažel	husband
xrež	he went out	ɍaželha	her husband
xrežt	I went out	mežžanen	free
xeržet	she went out	walidin	parents
xeržat	she went out	walidihŭm	their parents
xeržu	they went out	šafu	they saw
đaɍu	his house	šafuh	they saw him

ħalyen	nowadays	xemmemt	I thought
xemmem	he thought	dexxeltek	I let you in

Conclusion
In polysyllabic words, the stress is on the *last syllable*, if this last syllable contains a *long vowel followed by a consonant*: **xeržát, mizán, šafúh, walidín.**

So the stress is *not on the last syllabl*e if it:

– ends in a long vowel: **qámu, xéržu, đáɍu, đáɍha, mizánu, ɍáželha, šáfu**;
– does not contain a long vowel: **xéržet, ɍážel, mežžánen, walidíhŭm, ħályen.**

In these cases the stress is on the closest syllable (counting from the back) which has a long vowel: e.g. **ɍážel, mežžánen, walidíhŭm, ħályen**.

If there is no long vowel in the word, the stress is on the syllable closest to the last one with a short vowel: **xéržet, xémmem, xémmemt, dexxéltek**.

Exercise 36

Apply these rules to the following words (put an accent on the vowel of the stressed syllable):

waħed	one	setta	six
žuž	two	sebɛa	seven
tlata	three	tmenya	eight
ɍebɛa	four	tesɛud	nine
xemsa	five	ɛešɍa	ten

These words are important enough to remember – memorise the numerals.

8 Other characters

\- *(hyphen)*

The hyphen is not part of the alphabet; it doesn't signify a sound or a pause. It's only there to visually distinguish the different elements with which words are constructed. This will give you a better overview of those different elements.

qal-ha-l-ha   he said it to her

When deciding how to pronounce the vowels and on which syllable to place the stress, you must read and pronounce the word above (which in fact could be a complete sentence) as one word: **qalhalha**.

Punctuation marks , . ! ?

When writing Moroccan in the Latin alphabet we use the usual punctuation marks to indicate the intonation: , . ! ? e.g. **waħed, žuž, tlata**!

Exercise 37

For all pronunciation variants of the three long and two short vowels, you will hear several words in which one of the variants occurs. Listen to them closely, and repeat.

Words with pronunciation variants of **a**:

- ‘normal’: **fraš, kas, wad, bab, ktab**
- at the end of a word: **škara, ǥalya, zenqa, ana, magana, ma**
- with a consonant which influences the sound: **k̂baɍ, ꞩǥaɍ, qađi, đaɍ, kaɍ**

Words with pronunciation variants of **u**:

- ‘normal’: **mešdud, flus, duk, ka-nšuf, meħlul**
- at the end of a word: **hadu, gaɍɍu, ka-yšufu, stilu, kesksu**
- with a consonant which influences the sound: **suq, buꞩŧa, kebbuŧ, ŧumubil**

Words with pronunciation variants of **i**:

- ‘normal’: **ldid, ždid, zit, žib**
- at the end of a word: **sefli, ħewli, ǥali, nqi**
- with a consonant which influences the sound: **ꞩǥiɍ, bɛid, ɍxiꞩ, faŧima**

Words with pronunciation variants of **e**:

- with a ‘dull’ consonant: **ŧebla, meǥrib, byeđ, ƶeɍbiya, međɍaꞩa**
- with a uvular or throat consonant: **qehwa, kħel, lħem, meɛza, mħemmed, ɛeyyan**
- with w: **weld, mwessxa**
- with y: **yedd, xayeb, beyđa**
- ‘normal’: **šems, bent, kelb, ɍažel, žellaba**

Words with pronunciation variants of **ŭ**:

– with ‘dull’ consonant: **axŭɍ, ǥŭɍɍaf, xŭbz**
– ‘normal’: **sŭkkaɍ, kŭnnaš, kŭrsi**

Words where certain consonants have a rounding of the lips:

– **x̑ɍa, b̑b̑a, k̑baɍ**

Exercise 38

In this exercise you won’t hear loose words but short ‘sentences’. These are all greetings and polite phrases that will be used and explained in the rest of the course. You can use these formulas to start exchanging polite phrases with Moroccans.

la bas	question: How are you? answer: Not bad
l-ħemdu li-llah	thank God (if something goes well)
s-salamu ɛli-kŭm	peace be upon you (standard greeting)
wa ɛli-kŭm s-salam	and upon you be peace (response to the previous greeting)
ꞩbaħ l-xiɍ	good morning
in ša łłah	God willing
ana bi-xiɍ	I’m fine
smeħ l-i	excuse me
waxxa	okay
be-s-slama	goodbye
łłah ysellm-ek	goodbye
kif dayer	how are you?
kŭll ši la bas?	all right?
yałłah	let’s go
msa l-xiɍ	good evening
ahlen wa sahlen	welcome (official greeting)
tfeđđel	there you go
men feđl-ek	please

šŭkrăn	thank you
tbaṙek ḷḷah	(exclamation of admiration thanking God)
baṙak ḷḷahu fi-k	thank you
metšerrfin	pleased to meet you
a lalla	madam
a sidi	sir

Basics

Lesson 1

Nouns

In Moroccan, nouns can be either definite or indefinite. A noun without the article is usually indefinite. Exceptions are proper names (**mħemmed, faŧima**). These are definite, although they are not preceded by an article.

ħanut	<a>[†] shop	qehwa	coffee
weld	<a> boy	ma	water
kas	<a> glass	mdina	<a> city
xŭbz	bread	mɍa	<a> woman
kŭrsi	<a> chair	ħlib	milk
bit	<a> room	lħem	meat
magana	<a> watch	ktab	<a> book
bent	<a> girl		

[†]English 'a' is between angled brackets because Moroccan doesn't have a corresponding word.

An indefinite noun can be made *definite* by preceding it with the definite article. This article is **l-**. The hyphen is only there to separate the article from the word after it in writing. In spoken Moroccan you won't hear a separation, pause or anything like that.

l-ħanut	the shop	l-bit	the room
l-weld	the boy	l-magana	the watch
l-kas	the glass	l-bent	the girl
l-xŭbz	the bread	l-qehwa	the coffee
l-kŭrsi	the chair	l-ma	the water

In Moroccan you can never have three consecutive consonants, unless the first and second consonants are the same. If a noun starts with two consonants, adding the definite article l- would create a cluster of three consonants, the article's l- being the first. In that case, an unstable short vowel e is inserted between the l- and the first consonant of the noun. This e may not actually be pronounced; this can differ from speaker to speaker or from dialect to dialect.

le-mdina	the city	le-ktab	the book
le-ħlib	the milk	le-mɍa	the woman

The e does not need to be inserted before lħem, as the first and second consonants are identical.

l-lħem the meat

The definite article takes a different form before nouns starting with one of the following consonants: **d, đ, ł, n, r, ɍ, s, ꞩ, š, t, ŧ, z, ƶ, ž**. These consonants are pronounced with the tip of the tongue. If a word starts with one of these, the article is not l(e)-, but a duplication of the word's initial consonant.

suq	<a> market	s-suq	the market
đaɍ	<a> house	đ-đaɍ	the house
škara	<a> bag	š-škara	the bag
ɍažel	<a> man	ɍ-ɍažel	the man
sarut	<a> key	s-sarut	the key
ŧumubil	<a> car	ŧ-ŧumubil	the car
zenqa	<a> street	z-zenqa	the street
ƶeɍbiya	<a> carpet	ƶ-ƶeɍbiya	the carpet
žib	<a> pocket	ž-žib	the pocket

Why is it not necessary to insert an e between the first and second consonant of š-škara, although it has three consecutive consonants?[1] (You can check the answer to this question in the 'key' in the back of the book, at number 1.)

Before you start doing the exercises, we'll give you a short explanation of the Moroccan instructions you will hear in the sound file. You'll hear, among other things, the following:

smeɛ l-mital	listen to the example
nemɍa waħed, žuž etc.	number 1, 2, etc.
nemɍa ṣ̌ifɍ	number zero: announcing the example in the sound file
nebdaw	we start
'intaha t-temrin	the exercise is over
ɍeqm	number

Exercise 1.a

Add the correct form of the definite article to the nouns below. Consider carefully if the unstable vowel **e** needs to be inserted, and try to pronounce this.

1	škara	5	đaɍ	9	magana	13	suq
2	weld	6	ktab	10	ħanut	14	ƶeɍbiya
3	mdina	7	sarut	11	zenqa	15	kŭrsi
4	kas	8	lħem	12	qehwa	16	ħlib

Exercise 1.b

Do this exercise to see if you have mastered the subject.
Mark the correct notation of noun and article.

Example

ɍe-ɍažel

ɍ-ɍažel ✓ (the 'tick' indicates that this is the correct notation)

1	le-mɍa	4	š-škara	7	l-mdina
	l-mɍa		še-škara		le-mdina
2	ŧ-ŧumubil	5	le-bent	8	l-suq
	l-ŧumubil		l-bent		s-suq
3	b-bit	6	k-kas		
	l-bit		l-kas		

Exercise 1.c

Add a suitable noun to the given variations of the article, and then translate both.

1 l- ________, l- ________

2 š- ________

3 đ- ________

4 le-________, le- ________

5 ž- ________

6 z- ________

7 s- ________, s- ________

8 ɍ- ________

Exercise 1.d

In this exercise some English sentences (1 to 6) are given. In the sound file, you can hear 6 corresponding Moroccan sentences. Note: **ħda** means 'next to'.

Now listen carefully and decide whether the sentences you hear are the correct translations of the English sentences. If the Moroccan translation is correct, say **ꞩħiħ** (= correct). If the Moroccan translation is incorrect, say **ma-ši ꞩħiħ** (= incorrect).

Example 1

given The chair is next to the carpet.

given l-kŭrsi ħda ƶ-ƶeɍbiya

note This is correct.

you ꞩħiħ

Example 2

given The house is next to the market.

given đ-đar ħda z-zenqa

note This is incorrect, **zenqa** doesn't mean 'market' but 'street'.

you ma-ši ꞩħiħ

1 The milk is next to the coffee.

2 The man is next to the shop.

3 The chair is next to the table.

4 The girl is next to the school.

5 The glass is next to the bread.

6 The car is next to the house.

Lesson 2

Indicating things (this is a . . .)

Nouns can be either masculine or feminine. The grammatical gender of some nouns (especially those referring to people) is predictable based on their meaning (their natural gender):

ɍ-ɍažel ♂	the man
l-weld ♂	the boy
le-mɍa ♀	the woman
l-bent ♀	2 ________[†]

[†]Where you are presented with this kind of number and line, you should complete the example yourself. In the 'key' in the back of the book you can check your answer. All answers are numbered.

A noun may also be feminine without it being obvious from its meaning. Words like this usually end in **a**:

l-magana ♀	the watch
le-mdina ♀	the city
z-zenqa ♀	3 ________
ƶ-ƶeɍbiya ♀	4 ________

There are however some nouns that do not appear feminine, nor is it apparent from their meaning. They are very rare though. Amongst them are:

đ-đaɍ ♀	the house
ŧ-ŧumubil ♀	the car

Note that masculine and feminine words get the same article.

It is also possible for a word to end in **a** and still be masculine: **l-ma** (water) is masculine.

The difference between masculine and feminine is important when we want to indicate people or things using a demonstrative pronoun ('This is a . . .), as the demonstrative pronoun for masculine words is different from the one for feminine words.

hada ɍažel	this <is>[†] a man
hadi mɍa	this <is> a woman

[†]English 'is' is between angled brackets because the Moroccan sentence doesn't contain a verb. Moroccan doesn't have a verb like the English copula 'to be'.

The noun (that in English is the subject complement) is simply put directly after the demonstrative pronoun **hada/hadi**.

Some more examples:

hada weld	hadi bent
hada ktab	hadi magana
hada sarut	hadi ƶeɍbiya

Exercise 2.a

Present the objects pictured below in Moroccan. So you say 'this is a . . .' etc.

Example

given 

you hadi magana

1 

2 

3 

4 

5 

6 

7 

8 

Exercise 2.b

On the line, fill in **a** or **i** to complete the presenting demonstrative pronoun.

1 had__ weld
2 had__ bent
3 had__ đaɍ
4 had__ ƶeɍbiya
5 had__ lħem
6 had__ bit
7 had__ qehwa
8 had__ kŭrsi

Exercise 2.c

Complete sentences 1 to 8 by filling in 2 nouns from rows a to h on the lines.

1 hadi ___ u hadi ___
2 hada ___ u hadi ___
3 hadi ___ u hada ___
4 hada ___ u hada ___
5 hadi ___ u hadi ___
6 hada ___ u hadi ___
7 hadi ___ u hadi ___
8 hadi ___ u hada ___

a ħlib, qehwa
b đaɍ, ŧumubil
c ƶeɍbiya, kŭrsi
d bent, mɍa
e mdina, zenqa
f mɍa, ɍažel
g ma, ħlib
h weld, bent

Exercise 2.d

For every number, you'll hear a statement in the sound file regarding the picture with the same number. Sometimes this statement will be correct, sometimes not. If the statement is correct, you say **ꞩħiħ**, and then repeat the statement.

If the statement is incorrect, you say **ma-ši ꞩħiħ**, and then give the correct statement yourself.

Example

given hadi đaɍ 

note This is correct, the picture does show a house, so:

you ꞩħiħ, hadi đaɍ

given hada ktab 

note This is incorrect, the picture shows a car, so:

you ma–ši s̵ħiħ, hadi ŧumubil

1 

2 

3 

4 

5 

6 

Lesson 3

Sentences without the verb 'is'

The sentences in the previous lesson only contained nouns and demonstrative pronouns, no verbs. We call those nominal sentences. Nominal sentences are constructed of at least a subject and a subject complement forming the predicate (so the predicate doesn't have a verbal constituent).

In Moroccan it is possible to express quite a lot without using verbs. The sentences in Lesson 2 consisted of a demonstrative pronoun and a noun. The noun, with the article (**ɍ-ɍažel**), can also be the subject. An adjective expressing an attribute (e.g. ill = **mɍiđ**) will then be the predicate.

ɍ-ɍažel mɍiđ	The man <is> ill.
l-weld feɍħan	The boy <is> glad.
l-xŭbz ldid	The bread <is> delicious.
l-kŭrsi kbir	The chair <is> big.
s-sarut ždid	5 ________ <____> new.
l-kas ɍxiȿ	6 ________ <____> cheap.
s-suq kbir	7 ________ <____> ________.
le-ħlib mezyan	8 ________ <____> good.

If the subject is feminine, the adjective forming the predicate must also be feminine. An adjective can be made feminine by placing an a after the last consonant.

masculine	*feminine*
mɍiđ	mɍiđa
feɍħan	feɍħana
mezyan	mezyana
kbir	kbira

Now we can build the following sentences:

le-mɍa kbira	The woman <is> old.[†]
l-bent feɍħana	The girl <is> glad.
l-qehwa ldida	The coffee <is> delicious.
š-škara ždida	The bag <is> new.
ƶ-ƶeɍbiya ɍxiꞩa	The carpet <is> cheap.
đ-đaɍ kbira	The house <is> big.
ŧ-ŧumubil mezyana	The car <is> good.

[†]The adjective kbir can mean 'old' when used in combination with nouns referring to people.

Thus far we have seen two types of sentences:

1 demonstrative pronoun + noun:

hada weld, hada sarut, hadi bent, hadi magana

2 noun + adjective:

l-weld mɍiđ, s-sarut ždid, l-bent feɍħana, l-magana ɍxiꞩa

The pictures depicting the adjectives are less straightforward than those depicting the nouns, so we introduce them here.



kbir A large man, like a giant; the symbol can be used for many things, though.



ꞩǥir A small man, like a gnome; the symbol can also be used for many things.



mɍiđ The picture is self-evident.



mezyan The gesture of putting your thumb up.



ldid See the gesture.



ždid This shoe is brand new; however, other things than shoes may be new as well. They still get the new shoe as a symbol.



qdim This shoe is old; the same rule applies, so the old shoe is used also for other things being old.



ɍxis = Cheap, small change.



feɍħan = Happy; see the facial expression.

Exercise 3.a

Make two nominal sentences for each combination of pictures (depicting a noun and an adjective).

Example

given  

you hadi magana

you l-magana ždida

1  

2  

3  

4  

5  

6  

Exercise 3.b

Finish the sentences using one of the adjectives given.

A Choose from: **feɍħan(a) / ldid(a)**

1 ɍ-ɍažel ____
2 l-xŭbz ____
3 l-lħem ____
4 l-bent ____

B Choose from: **kbir(a) / ɍxiꞩ(a)**

1 le-mɍa ____
2 l-qehwa ____
3 le-ħlib ____
4 l-weld ____

C Choose from: **mɍiđ(a) / ɍxiꞩ(a)**

1 l-kas ____
2 l-bent ____
3 l-magana ___
4 l-weld ____

Exercise 3.c

Finish the sentences using one of the given adjectives. If neither is appropriate, choose your own fitting adjective.

Choose from: **mɍiđ(a) / ldid(a) / . . .**

1 l-magana ____
2 ɍ-ɍažel ____
3 l-kŭrsi ____
4 l-ma ____
5 l-bent ____
6 l-qehwa ____
7 s-sarut ____
8 le-mɍa ____

Exercise 3.d

Make complete sentences. Choose a fitting adjective, and put the definite article before the subject.

Example

given ŧebla (feɍħan, mɍiđa, ždida)

you ŧ-ŧebla ždida

1 weld (mɍiđa, ɍxiꞩ, feɍħan)

2 ktab (mezyan, kbira, mɍiđ)

3 ƶeɍbiya (ždida, ɍxiꞩ, feɍħana)

4 lħem (kbira, ldid, feɍħan)

5 mɍa (mɍiđ, ɍxiꞩa, feɍħana)

6 kas (ldid, kbir, kbira)

7 škara (ɍxiꞩa, mezyan, ldida)

8 bent (feɍħan, ɍxiꞩa, mɍiđa)

9 ħlib (kbir, ldid, mezyana)

10 sarut (mɍiđa, ldid, ždid)

Exercise 3.e

Create new sentences by replacing either the subject or the attribute in the previous sentence with the new word. If that word fits into the place of the subject of the previous sentence (so if it is a noun), you replace the subject; if it fits into the place of the attribute (so if it is an adjective), you replace the predicate.

Example

l-weld kbir.

feɍħan l-weld feɍħan.

bent l-bent feɍħana.

. . . etc.

1 ɍ-ɍažel feɍħan.

2 mɍa _________

3 mɍiđa _________

4 weld _________

5 kbir _________

6 ŧumubil _________

7 ždida _________

8 đaɍ _________

9 mezyana _________

10 bit _________

Exercise 3.f

In the sound file you will hear a number of statements regarding some pictures. Some of these statements are correct, and some are incorrect.

If a statement is correct, you say **sħiħ**, and repeat the statement. If the statement is incorrect, you say **ma-ši sħiħ**, and give the correct statement for that picture.

Example

given  

given l-ħanut kbir

note This is correct; the picture shows a shop that is big.

you sħiħ, l-ħanut kbir

given  

given l-weld mṛiḍ

note This is incorrect; the picture shows a boy who is glad.

you ma-ši sħiħ, l-weld feṛħan

1  

2  

3  

4  

5  

6  

Exercise 3.g

Create nominal sentences using the pictures. Each picture gives you a noun for a subject and an adjective for a predicate.

Example

given  

note 'watch' + 'big'

you l-magana kbira

given  

note 'man' + 'ill'

you ṛ-ṛažel mṛiḍ

1  

2  

3  

4  

5  

6  

Lesson 4

Asking questions

You can make a question out of a nominal sentence by preceding it with **waš** and pronouncing the sentence like a question.

ɍ-ɍažel feɍħan.	The man <is> glad.
waš ɍ-ɍažel feɍħan?	<Is> the man glad?

This produces a so-called yes/no question, meaning it can be answered with yes or no. (Yes/no questions are in contrast with so-called content questions, starting with how, who, what, where, etc.)

waš l-bent feɍħana?	9 ____________________
iyeh.	
or:	
iyeh, l-bent feɍħana.	10 ____________________
waš l-bab mešdud†?	Is the door closed?
iyeh (l-bab mešdud)	Yes (the door is closed).
waš ŧ-ŧebla s̵ǥiɍa?	Is the table small?
iyeh (ŧ-ŧebla s̵ǥiɍa)	Yes (the table is small).
waš le-blad qɍiba?	Is the (mother) country near?
iyeh (le-blad qɍiba)	Yes (the country is near).

You can also make a question without waš, using a questioning intonation.

†Apart from the pronunciation **mešdud** you may also hear **mesdud**; this can differ from speaker to speaker.

Some more new words are:

l-qađi	the judge
l-kelb	the dog
meħlul	open
kħel (fem. keħla)	black
z-zit	the (cooking) oil (fem.)
le-blad	the (mother) country (fem.)
byeđ (fem. beyđa)	white

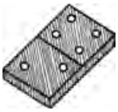
The symbols for the new adjectives are:



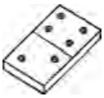
meħlul The chest is open.



mešdud The chest is closed.



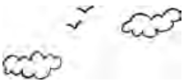
kħel The domino is black.



byeđ The domino is white.



qɍib The two birds are near. This symbol is also used to refer to other objects than birds.



bɛid The two birds are far away. This symbol is also used to refer to other objects than birds.

Exercise 4.a

Create a yes/no question using the two words given in English. Ask the question and have one of your fellow students respond affirmatively. Change roles halfway through the exercise. If you are doing this course alone, you can ask the question and give the answer yourself.

Example

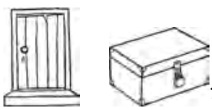
given	boy, small
question	waš l-weld ~~sgir~~?
answer	iyeh, l-weld ~~sgir~~

1 dog, white
2 table, new
3 bread, delicious
4 door, closed
5 mother country, near
6 judge, ill
7 water, delicious
8 oil, black
9 shop, open
10 milk, white

Exercise 4.b

Create questions using the pictures. You will hear an affirmative answer to your question in the sound file.

Example

given  ?

you	waš l-bab mešdud?
given	iyeh, l-bab mešdud.

1  ?

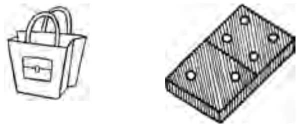
2  ?

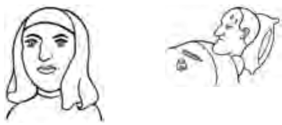
3  ?

4  ?

5  ?

6  ?

7  ?

8  ?

Lesson 5

Negative sentences

You can make nominal sentences negative by putting **ma-ši** before the word you want to negate (e.g. the attribute).

subject	*negation*	*predicate*	*translation*
l-bab	ma-ši	mešdud	The door <is> not closed.
z-zit	ma-ši	keħla	The oil <is> not black.
le-mdina	ma-ši	qdima	The city <is> not old.

Now you can give a negative answer to a yes/no question using waš:

waš ŧ-ŧebla ždida?

la, ŧ-ŧebla ma-ši [11] __________ [12] ____________________

waš l-weld kbir?

la, l-weld ma-ši [13] __________, l-weld ꞩǥiɍ. [14] ____________________

Exercise 5.a

Give a negative answer to the following questions.

1 waš l-ma mezyan?

2 waš l-qađi feɍħan?

3 waš le-blad kbira?

4 waš ƶ-ƶeɍbiya ždida?

5 waš l-bent mɍiđa?

6 waš l-bab mešdud?

7 waš ɍ-ɍažel kbir?

8 waš l-xŭbz mezyan?

Exercise 5.b

Create questions and answers by placing the sentence constituents in the right order.

Example

given	l-weld / waš / kbir	**question**	waš l-weld kbir?
given	ma-ši / l-weld / kbir / la	**answer**	la, l-weld ma-ši kbir

1 mezyan / waš / le-ktab?

iyeh / mezyan / le-ktab

2 waš / ždid / l-kas?

l-kas / la / ždid / ma-ši

3 le-mdina / qɍiba / waš?

qɍiba / iyeh / le-mdina

Sentences 4 to 7 need also be completed grammatically by adding the article and the adjective ending.

4 byeđ / waš / ƶeɍbiya?

byeđ / iyeh / ƶeɍbiya

5 mdina / kbir / waš?

kbir / mdina / ma-ši / la

6 mešdud / bab / waš?

la / ma-ši / mešdud / bab

7 sarut / ždid / waš?

ždid / sarut / iyeh

Exercise 5.c

Answer the question using the pictures.

Example

given  

given waš ŧ-ŧumubil ždida?

note According to the pictures, the car is new

you iyeh, ŧ-ŧumubil ždida

given  

given waš ɍ-ɍažel feɍħan?

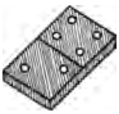
note According to the pictures, the man is ill

you la, ɍ-ɍažel ma-ši feɍħan

1  

2  

3  

4  

5  

6  

7  

8  

Lesson 6

Sentences saying 'This is not . . .'

Sentences starting with **hada/hadi** can be negated ('This is not . . .') by preceding the sentence constituent you wish to negate (here the noun) by **ma-ši**.

hada ma-ši weld	This <is> not a boy.
hada ma-ši ktab	This <is> not a book.
hadi ma-ši bent	This <is> not a girl.
hadi ma-ši ŧumubil	This <is> not a car.

This way you can give a negative answer to questions like:

waš hada sarut?

la, hada ma-ši sarut. 15 ____________

waš hadi magana?

la, hadi ma-ši magana. 16 ____________

The predicate following *hada* or *hadi* can also be an adjective:

hada mezyan	This one <is> good.
hada ma-ši kbir	This one <is> not big.
waš hada ɍxis̶?	<Is> this one cheap?
hadi s̶ǥiɍa	This one <is> small.
hadi ma-ši ɍxis̶a	This one <is> not cheap.
waš hadi mezyana?	<Is> this one good?

Exercise 6.a

Give answers to the questions using the information provided in the pictures.

Example

given 

given waš hada sarut?

you iyeh, hada sarut

given 

given waš hadi ŧebla?

you la, hadi ma-ši ŧebla, hada kŭrsi

1 

2 

3 

4 

5 

6 

Exercise 6.b

Complete the questions about the pictures and answer them. If the answer is negative, you can also correct it (No, this is not a . . ., this is a . . .).

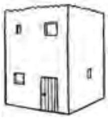
Example

given 

given ________ŧumubil?

you waš hadi ŧumubil?

you iyeh, hadi ŧumubil

given 

given ________bit?

you waš hada bit?

you la, hada ma-ši bit, hadi đaɍ

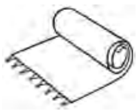
1  ________ ktab?

2  ________ ɍažel?

3  ________ sarut?

4  ________ ŧebla?

5  ________ magana?

6  ________ zenqa?

Exercise 6.c

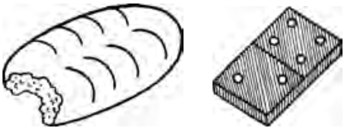
Build two nominal sentences for each combination of pictures. Note: some adjectives are negated, indicated by a cross through the picture depicting it.

Example

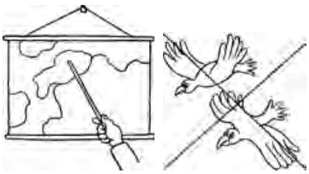
given 

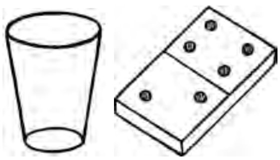
you hadi magana

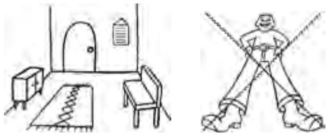
you l-magana ma-ši ždida

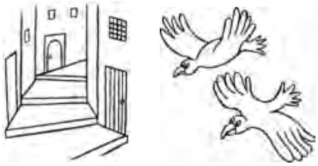
1 

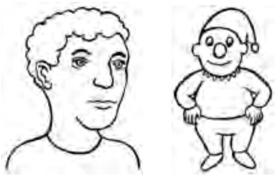
2 

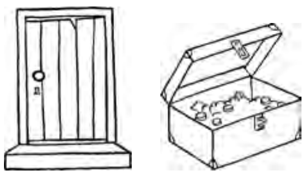
3 

4 

5 

6 

7 

8 

Lesson 7

Expressing surprise by reversing the word order

You have seen that **hada** and **hadi** can be followed by an adjective:

hada mezyan	
hadi ꞩǥiɍa	
hada ǥali	This <is> expensive.
hadi ǥalya†	This <is> expensive.

†If an adjective ends in the vowel **i**, and this adjective is made feminine by adding **a**, the vowel **i** changes into the semivowel **y** (**ǥali** + **a** → **ǥalya**).

You can also reverse this word order to make an exclamation of surprise:

mezyan hada!	<How> good <is> this!
ꞩǥiɍa hadi!	<How> small <is> this!

You can also express surprise by switching the demonstrative pronoun and the noun:

hada kelb	This <is> a dog.
kelb hada!	But this <is> a dog!
hadi ƶeɍbiya	This <is> a carpet.
ƶeɍbiya hadi!	But this <is> a carpet!

waš is usually not used when asking a 'isn't this . . .' question; only the intonation will tell you it is a question. A negative question implies surprise as well.

hada ma-ši ktab?	<Is>n't this a book?
hada ma-ši ɍxiꞩ?	<Is>n't this cheap?

The symbol for **ǥali** (expensive) is: 

Exercise 7.a

Change each sentence into an exclamation of surprise.

Example

given	l-magana ǥalya.
you	ǥalya hadi!

1 s-suq qɍib
2 ŧ-ŧebla ždida
3 z-zit ǥalya
4 ƶ-ƶeɍbiya mezyana
5 l-kelb kbir
6 z-zenqa sǥiɍa

Exercise 7.b

Answer the questions, expressing surprise in your answer.

The + or – after a question indicates whether your answer should be positive or negative. If the answer is negative, of course you can use the opposite adjective.

yes = **iyeh** | no = **la**

Example

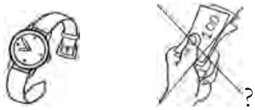
question	waš đ-đaɍ ždida? +
note	There's a +, so your answer should be positive.
you	iyeh, ždida hadi!
question	waš l-kŭrsi kħel? –
note	There's a –, so your answer should be negative.
you	la, byeđ hada!

1 waš l-bent feɍħana? –
2 waš l-weld kbir? –
3 waš ŧ-ŧumubil ždida? +
4 waš z-zit mezyana? –
5 waš l-kelb kħel? +
6 waš l-xŭbz ldid? +

Exercise 7.c

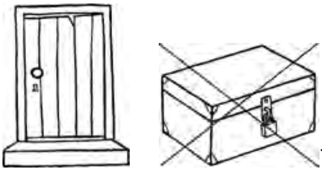
Make negative questions using the pictures, negating the crossed out adjective. In the sound file you will hear a negative answer.

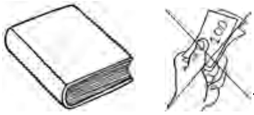
Example

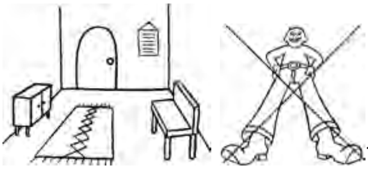
given  ?

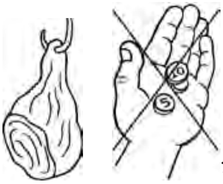
you l-magana ma-ši ǥalya?

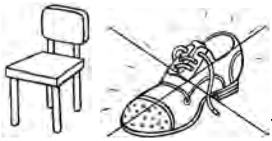
given la, l-magana ma-ši ǥalya.

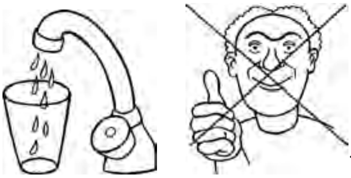
1  ?

4  ?

2  ?

5  ?

3  ?

6  ?

Exercise 7.d

Some of these sentences contain mistakes. Mark the sentences containing mistakes and correct them, changing as little as possible.

1 waš le-ħlib mešdud?

2 le-weld kbir

3 hadi ma-ši ɍažel

4 le-mɍa ma-ši feɍħan

5 l-ɍažel mɍiđ

6 la, ma-ši l-bent kbira

7 s-sarut ma-ši ždida

8 š-škara ma-ši feɍħana

9 l-ħanut meħlul

10 ŧ-ŧumubil ma-ši mɍiđa

11 le-blad qɍiba

12 waš hadi weld mezyan?

Lesson 8

Personal pronouns for 'he' and 'she'

Moroccan uses the following words for 'he' and 'she':

huwa	he
hiya	she

These can be the subject of a sentence:

l-weld mɍiđ	huwa mɍiđ	He <is> ill.
ɍ-ɍažel ma-ši mɍiđ	huwa ma-ši mɍiđ	He <is> not ill.
s-sŭkkaɍ ǥali	huwa ǥali	17 ________<__>________
s-sŭkkaɍ ma-ši ǥali	huwa ma-ši ǥali	18 ____________________

When **hiya** is followed by an adjective, the latter of course needs to be feminine:

l-bent mɍiđa	hiya mɍiđa	She <is> ill.
le-mɍa ma-ši mɍiđa	hiya ma-ši mɍiđa	She <is> not ill.
ž-žellaba ɍxiꞩa	hiya ma-ši ɍxiꞩa	She <is> not cheap.

These personal pronouns can be used when answering a question:

waš ɍ-ɍažel mɍiđ?

iyeh, huwa mɍiđ (instead of iyeh, ɍ-ɍažel mɍiđ) **or**:

la, huwa ma-ši mɍiđ (instead of la, ɍ-ɍažel ma-ši mɍiđ)

waš le-mɍa mɍiđa?	iyeh, hiya mɍiđa
	la, hiya ma-ši mɍiđa

waš ž-žellaba ǥalya?	iyeh, hiya ǥalya
	la, hiya ma-ši ǥalya
waš s-sŭkkaɍ ɍxiꞩ?	iyeh, huwa ɍxiꞩ
	la, huwa ma-ši ɍxiꞩ

Exercise 8.a

Give an affirmative answer to the questions. Use **huwa** or **hiya** in your answer.

Example

given	waš l-bent kbira?
you	iyeh, hiya kbira

1 waš l-weld ferħan?

2 waš le-mɍa ꞩǥiɍa?

3 waš l-bent mɍiđa?

4 waš ɍ-ɍažel ꞩǥiɍ?

5 waš le-mɍa ferħana?

6 waš l-weld mɍiđ?

Exercise 8.b

Ask a question based on the pictures, then answer it affirmatively, using **huwa** or **hiya**.

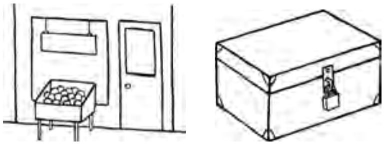
Example

given   ?

you, question	waš s-sŭkkaɍ ɍxiꞩ?
you, answer	iyeh, huwa ɍxiꞩ

1   ?

2   ?

3  ?

4  ?

5  ?

6  ?

Exercise 8.c

Make two sentences for each set of pictures. In the first sentence you say 'This is a . . .'. In the second sentence you say which attribute it has.

Example

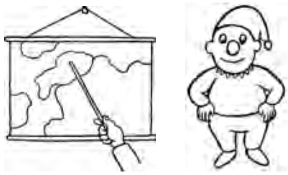
given 

you, 1 hada ɍažel

you, 2 huwa mɍiđ

1 

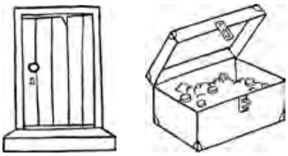
2 

3 

4 

5 

7 

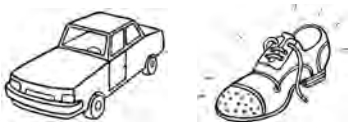
6 

8 

Exercise 8.d

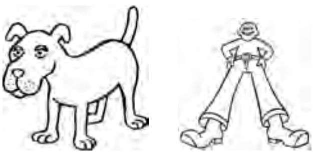
Make questions using the pictures below, and then answer the question negatively, using **huwa** or **hiya** in your answer.

Example

given  ?

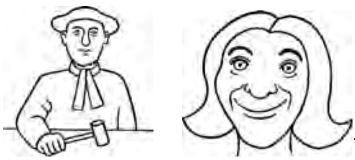
you, question   waš ŧ-ŧumubil ždida?

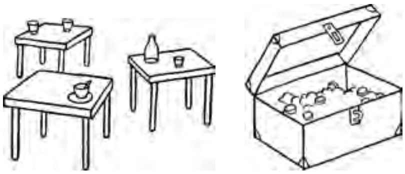
you, answer   la, hiya ma-ši ždida

1  ?

3  ?

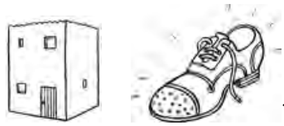
2  ?

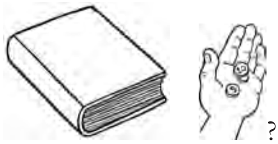
4  ?

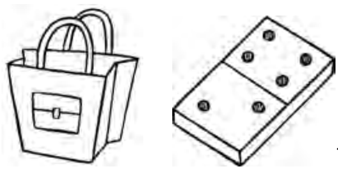
5[†]  ?

8  ?

6  ?

9  ?

7  ?

10  ?

[†]The picture of the little tables indicates a café (qehwa).

Exercise 8.e

We now know several pairs of opposite adjectives:

kbir	s̵giɍ
byeđ	kħel
mešdud	meħlul
ždid	qdim

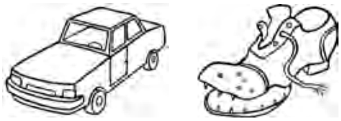
You can answer a question negatively and then supply the opposite. Earlier you have seen:

waš l-weld kbir?

la, l-weld ma-ši kbir, huwa s̵giɍ

You will use this pattern to answer the questions in this exercise.

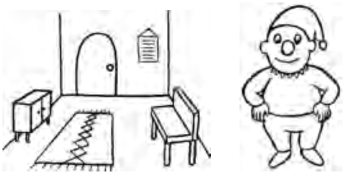
Example

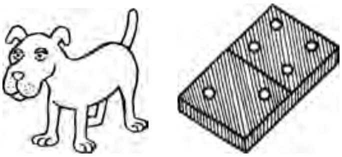
given 

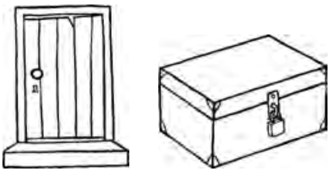
given waš ŧ-ŧumubil ždida?

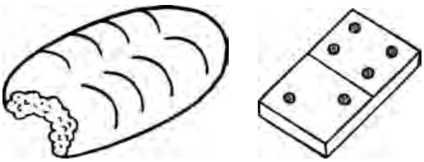
note The car is old, so not new.

you la, ŧ-ŧumubil ma-ši ždida, hiya qdima.

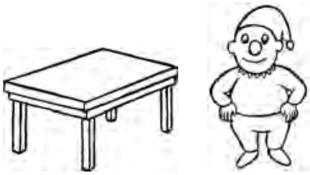
1  waš l-bit kbir?

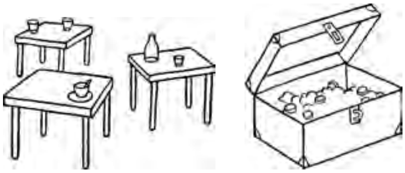
2  waš l-kelb byeđ?

3  waš l-bab meħlul?

4  waš l-xŭbz kħel?

5  waš le-mdina ždida?

6  waš ŧ-ŧebla kbira?

7  waš l-qehwa mešduda?

Exercise 8.f

Find the right answer in the column on the right to the question in the column on the left. There will be some answers left that fit none of the questions.

1	waš ž-žellaba ǥalya?	a	la, huwa mešduda
2	waš l-kŭrsi kbir?	b	la, hiya ꞩǥiɍa
3	waš l-qehwa meħlula?	c	la, huwa ꞩǥiɍ
4	waš l-magana ždida?	d	la, huwa ɍxiꞩ
5	waš s-sŭkkaɍ ɍxiꞩ?	e	la, huwa qdim
6	waš l-bab meħlul?	f	la, hiya ɍxiꞩ
7	waš le-ħlib ǥali?	g	la, huwa ǥali
8	waš l-kelb byeđ?	h	la, huwa keħla
9	waš le-ktab ždid?	i	la, hiya mešduda
10	waš ƶ-ƶeɍbiya kbira?	j	la, hiya qdima
		k	la, huwa kħel
		l	la, huwa mešdud
		m	la, hiya ɍxiꞩa

Exercise 8.g

Make yes/no questions using the pictures. + and – are used to indicate whether the answer should be affirmative or negative.

Example

given   ? +

you, question — waš ŧ-ŧebla ždida?

note — + indicates the answer should be affirmative

you, answer — iyeh, hiya ždida

given   ? –

you, question — waš s-sarut kbir?

note — – indicates the answer should be negative

you, answer — la, huwa ma-ši kbir

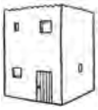
1   ? +

2   ? –

3  

? +

4   ? +

5   ? +

6   ? –

7   ? –

8   ? +

Lesson 9

An attribute within the subject

The subject may also be formed by a noun and an attribute (an adjective) together, followed by the rest of the sentence. Mind that in this case, if the noun is definite, the adjective needs to be as well. In other words, if the noun is preceded by the article, the adjective needs to be preceded by the article as well.

ɍ-ɍažel le-kbir . . .†	the old man
l-weld s̵-s̵ǥiɍ . . .	the small boy
l-ħewli le-byeđ . . .	the white sheep
l-berrad ž-ždid . . .	the new teapot

†The ellipsis following the Moroccan is used to indicate that the sentence isn't complete.

There needs to be agreement in gender between the adjective and the noun as well. So a feminine noun is followed by a feminine adjective:

le-mɍa le-kbira . . .	the old woman
l-bent s̵-s̵ǥiɍa . . .	the young girl
l-međɍas̵a ž-ždida . . .	the new school
l-meɛza l-beyđa . . .†	the white goat

†In the chapter on phonetics you have already learnt that the unstable short vowel e may switch places. Here you can see the example *byeđ – beyđa*.

Of course a noun may be indefinite as well, and not preceded by the article. This indefinite noun can also get an adjective, which should then also be indefinite:

ɍažel ħzin . . .	<a> sad man
ħewli byeđ . . .	<a> white sheep
mɍa ħzina . . .	<a> sad woman
meɛza beyđa . . .	<a> white goat

So in short we can say that an adjective which directly follows a noun, and forms one sentence constituent with it, agrees with that noun in [19]________ and ________.

Note: you can't start a sentence in Moroccan with an indefinite subject!

ŧumubil ǥalya . . .	doesn't mean: * <a> car <is> expensive, but: <an> expensive car
mdina bɛida . . .	doesn't mean: * <a> city <is> far away, but: <a> faraway city

*An asterisk before a sentence indicates that it isn't correct.

In closing, we present you with the symbol for **ħzin**:

 **ħzin** sad (see the look on the face)

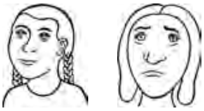
Exercise 9.a

Using the pictures, make sentences starting with **hada/hadi**, followed by a predicate consisting of a noun and an adjective.

Example

given  
you hada ɍažel feɍħan

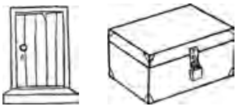
given  
you hadi mɍa feɍħana

1 

2 

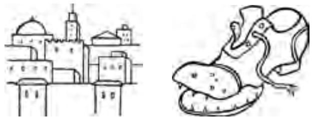
3 

4 

5 

6 

7 

8 

9 

Exercise 9.b

Place the article in front of both the noun and the adjective. The resulting sentence is not complete.

Example

given	ɍažel, kbir
you	ɍ-ɍažel le-kbir . . .

1 ħewli, kbir

2 međɍas̶a, bɛid

3 qehwa, ldid

4 berrad, qdim

5 mɍa, ħzin

6 meɛza, s̵ǥiɍ

Exercise 9.c

On the line, write the translations of the two English words given. The two words together form one sentence constituent.

Example

given	woman, ill	________ fe-đ-đaɍ†
you	le-mɍa le-mɍiđa fe-đ-đaɍ	
1	car, new	________ fe-z-zenqa
2	city, old	________ fe-l-meǥrib
3	oil, new	________ fe-l-kas
4	market, near	________ fe-z-zenqa
5	jellaba, white	________ fe-š-škara
6	man, old	________ fe-l-ħanut

†**fe-** means *'(is) in'*.

Lesson 10

Sentences containing two adjectives

The subject may consist of an adjective and a noun together, and a second adjective may then fulfil the role of the predicate.

Thus you can make sentences like:

ɍ-ɍažel le-kbir mɍiđ	The old man <is> ill.
le-mɍa le-kbira mɍiđa	The old woman <is> ill.
ŧ-ŧumubil le-qdima ɍxiꞩa	20 ________
l-ħewli le-kbir mɍiđ	21 ________

So the first adjective is definite, because it is part of the subject, and the second adjective is indefinite, because it forms the predicate.

The dividing line between subject and predicate is between the (first) definite adjective and the (second) indefinite adjective. (In the English translations of these sentences this is the spot where English 'is' appears.) This dividing line is where the negation **ma-ši** can be placed to negate the second adjective:

l-bab le-kħel ma-ši mešdud.	The black door <is> not closed.
l-lħem le-qdim ma-ši mezyan.	The old meat <is> not good.
le-mdina le-qdima ma-ši qɍiba.	22 ________
š-škara le-kbira ma-ši ɍxiꞩa.	23 ________

Exercise 10.a

Use the new word to replace part of the previous sentence. (Note: **ŧumubil** is feminine!)

Example

	l-kelb le-kbir mɍiđ
ħewli	l-ħewli le-kbir mɍiđ
kħel	l-ħewli le-kħel mɍiđ

1 l-xŭbz le-byeđ ldid

2 le-kħel _________

3 ɍxiꞩ _________

4 ŧumubil _________

5 le-qdima _________

6 mezyana _________

Exercise 10.b

Organise the different parts into a correct sentence, then translate it.

1 l-međɍaꞩa / qɍiba / ma-ši / ž-ždida

2 ma-ši / ŧ-ŧumubil / l-keħla / ɍxiꞩa

3 ždid / le-kħel / l-kŭrsi / waš

4 l-mešdud / byeđ / l-bab / ma-ši

5 s-sarut / ꞩgiɍ / ma-ši

6 mezyan / ž-ždid / waš / l-berrad

7 qađi / le-kbir /ɍ-ɍažel / ma-ši

8 ma-ši / ɍxiꞩa / ž-ždida / ž-žellaba

Exercise 10.c

In this exercise each set of pictures depicts two sentences.





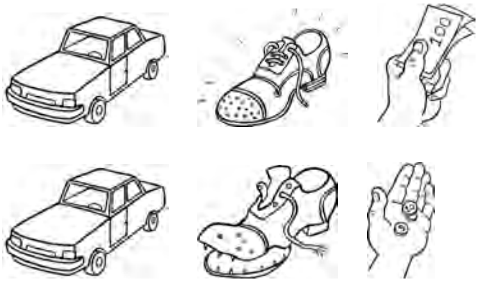
first part	*second part*
ɍažel, kbir: mɍiđ	ɍažel, ꞩǥiɍ: ma-ši mɍiđ
ɍ-ɍažel le-kbir mɍiđ	ɍ-ɍažel ꞩ-ꞩǥiɍ ma-ši mɍiđ

Insert the word **walakin,** meaning 'but', between the two parts. This creates the complete sentence derived from the double illustration above:

ɍ-ɍažel le-kbir mɍiđ walakin ɍ-ɍažel ꞩ-ꞩǥiɍ ma-ši mɍiđ

Another example:

given



you   ŧ-ŧumubil ž-ždida ǥalya walakin ŧ-ŧumubil le-qdima ɍxiꞩa

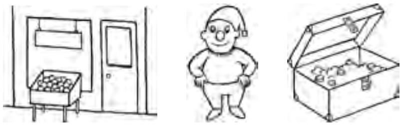
1



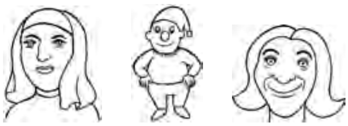
2



3 

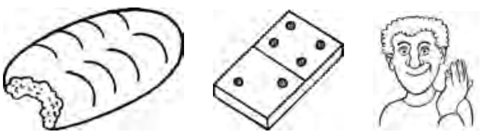


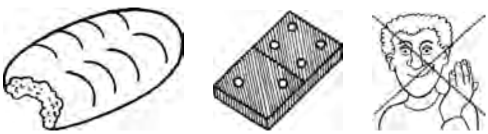
4 



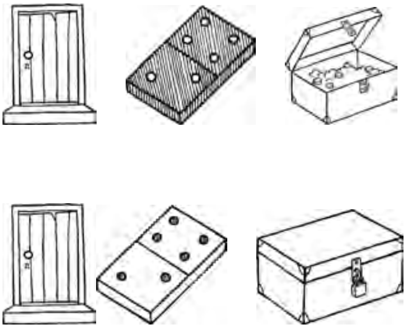
5 



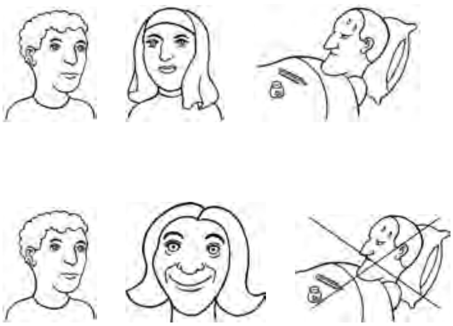
6 



7



8



Lesson 11

Personal pronouns for 'I' and 'you'

Earlier you have learned the personal pronouns $_{24}$ _____ (he) and _____ (she):

huwa ɛeyyan	He <is> tired, a bit ill.
hiya ɛeyyana	She <is> tired, a bit ill.

Here are the other singular personal pronouns:

ana	I	♂♀
nta	you (sing) ♂†	
nti	you (sing) ♀†	

†In some areas of Morocco the form **ntina** is used for both the masculine and the feminine form.

You see that **ana** can be both masculine and feminine. Both men and women use the same word **ana**. If **ana** is followed by an adjective, this will reflect the gender of the speaker:

man	*woman*
ana mɍiđ	ana mɍiđa
ana ɛeyyan	ana ɛeyyana
ana feɍħan	ana feɍħana

You use **nta** when speaking to a male; so it is grammatically masculine.

nta mɍiđ

nta $_{25}$ __________ You <are> tired.

waš nta feɍħan?

waš $_{26}$ __________ <Are> you tired?

You use **nti** when speaking to a female; so it is grammatically feminine.

nti feɍħana

nti $_{27}$ __________ You <are> ill.

waš nti ɛeyyana?

waš $_{28}$ __________ <Are> you ill?

These sentences may also be negated by preceding the adjective with **ma-ši**:

ana ma-ši mɍiđ

nta ma-ši feɍħan

nti ma-ši ɛeyyana

The symbool for **ɛeyyan** is: 

(The yawning face denotes that the man is tired. You may encounter the same picture for a woman, a girl, etc.)

Exercise 11.a

Answer the questions in the first person (as 'I'), the first five as a woman (**ana** + feminine adjective), the second five as a man (**ana** + masculine adjective).

The picture shows whether you should answer yes or no.

Example

given waš nta feɍħan? 

note The picture shows you are ill

you la, ana ♂ ma-ši feɍħan



given waš nti ɛeyyana?

note The picture shows you are tired

you iyeh, ana ♀ ɛeyyana

1 waš nti mɍiđa? 

2 waš nti ɛeyyana? 

3 waš nti ħzina? 

4 waš nti feɍħana? 

5 waš nti ɛeyyana? 

6 waš nta ħzin? 

7 waš nta ɛeyyan? 

8 waš nta ħzin? 

9 waš nta mɍiđ? 

10 waš nta feɍħan? 

Exercise 11.b

Complete the following dialogues by adding words from the following categories:

- interrogative particle **waš**
- negation **ma-ši**
- personal pronouns ana, nta, nti, huwa, hiya
- an adjective, which can be derived from the first line of the dialogue.

mħemmed ɍ-ɍažel le-kbir, waš huwa feɍħan?
xadiža la, huwa ________ ________, u[†] nta, waš ________ ________?
mħemmed iyeh, ana ________, u[†] ________, ma-ši feɍħana?
xadiža la, ana ________ ________.

ħmed l-bent s-sgiɍa, waš ________ mɍiđa?
dris iyeh, ________ ________, u nta, waš ________ ________? ________
ħmed la, ________ ________ ________ u nta, ________ ________ ________?
dris iyeh, ________ ________

mħemmed le-mɍa le-kbira, ________ ________ ɛeyyana?
ɛayša la, ________ ________ ________, u ________, waš ________ ________?
mħemmed iyeh, ________ ________ u ________, waš ________ ________?
ɛayša la, ________ ________ ________.

[†]**u** means 'and'.

Lesson 12

Sentences containing the preposition 'in'

The predicate of a nominal sentence may also be an adverbial of place starting with a preposition. The preposition **f-** means 'in', and is connected to the word following it.

ɍ-ɍažel fe-l-busŧa.	The man <is> at the post office.
l-bit fe-s-sefli.	The room <is> on the ground floor.
l-weld fe-l-meǥrib.	The boy <is> in Morocco.
ana fe-l-ingliz.	I <am> in the UK.†

†The UK is referred to as **l-ingliz** or **n-negliz**. Both terms are common and always used in combination with an article. The same applies to 'the English language', which is sometimes referred to as **l-ingliziya** and sometimes as **n-negliziya**. In order to be consistent in this course we choose to use only the terms **l-ingliz** and **l-ingliziya**, even though both forms are used in the audio of this book.

As you can see in the sentences above, the preposition **f-** follows the same pattern as the article **l(e)-**: if there is a cluster of more than two consonants and the first two consonants are not identical, the short vowel **e** is inserted:

s-sefli	fe-s-sefli
l-meǥrib	fe-l-meǥrib†

† **l-meǥrib** = Morocco, the name of the country, always gets the article.

You can use this to answer questions containing 'where' (fayn).

fayn ɍ-ɍažel?	Where <is> the man?
ɍ-ɍažel fe-l-busŧa.	
fayn nta?	Where <are> you?
ana fe-l-ingliz.	

Of course you can also answer a question starting with fayn mentioning only the location:

fayn le-mɍa?	Where <is> the woman?
fe-l-bit	in the room

Exercise 12.a

Answer the questions using the English words given. In your answer use **huwa** or **hiya** instead of the subject of the question.

Example

question	fayn l-weld? (school)
answer	huwa fe-l-međɍasa.

1	fayn s-sarut?	bag
2	fayn l-busŧa?	city
3	fayn ŧ-ŧumubil?	street
4	fayn l-kŭrsi?	ground floor
5	fayn le-mɍa?	post office
6	fayn ɍ-ɍažel?	the UK
7	fayn l-bent?	Morocco
8	fayn s-stilu†?	pocket

†stilu means 'pen'.

Exercise 12.b

Here are some questions and answers. Some of the answers are impossible. Mark the impossible answers.

Example

question	fayn l-qehwa?	
answer	l-qehwa fe-l-kas.	(this is possible)
question	fayn ɍ-ɍažel?	
answer	ɍ-ɍažel fe-š-škara.	X (this is impossible)

1	fayn l-kŭrsi?	l-kŭrsi fe-l-bit.
2	fayn ŧ-ŧumubil?	ŧ-ŧumubil fe-l-berrad.
3	fayn le-mɍa?	le-mɍa fe-l-hanut.
4	fayn s-sarut?	s-sarut fe-ž-žib.
5	fayn le-ħlib?	le-ħlib fe-s-sarut.
6	fayn l-magana?	l-magana f-le-ktab.
7	fayn ɍ-ɍažel?	ɍ-ɍažel fe-s-suq.
8	fayn l-kelb?	l-kelb fe-z-zenqa.
9	fayn l-qehwa?	l-qehwa fe-l-kas.

Lesson 13

Negating sentences containing 'in'

A predicate with **f-** is negated the way you have learnt before:

l-weld fe-l-bit. l-weld ma-ši fe-l-bit.

l-qehwa fe-l-kas. l-qehwa ma-ši fe-l-kas.

This way of negating you can also apply when answering yes/no questions:

fayn l-weld, waš huwa fe-l-bit?

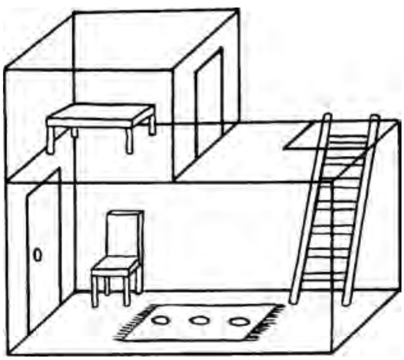
la, huwa ma-ši fe-l-bit.

waš l-magana fe-š-škara?

la, hiya ma-ši fe-š-škara.

Exercise 13.a

Answer the questions using the picture below.



1 waš l-bit s̵-s̵g̵i̵r̵ fe-s-sefli?

2 waš z̵-z̵e̵r̵biya fe-l-bit le-kbir?

3 waš t̵-t̵ebla fe-s-sefli?

4 waš l-kŭrsi fe-l-bit s̵-s̵g̵i̵r̵?

5 waš l-bit le-kbir fe-s-sefli?

Exercise 13.b

The questions that are given ask whether a person or object is in a specific place. This is not the case; the person or object is somewhere else, indicated by a picture. Answer the question using this information.

Example 1



given waš l-ma fe-l-berrad?

note The water isn't in the teapot, but in a cup.

you la, l-ma ma-ši fe-l-berrad, huwa fe-l-g̵ŭ̵r̵r̵af.

Example 2



given waš s-sarut fe-ž-žib?

note The key isn't in the pocket, but in a bag.

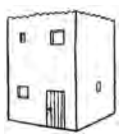
you la, s-sarut ma-ši fe-ž-žib, huwa fe-š-škara.



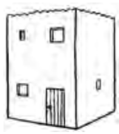
1 waš l-weld fe-z-zenqa?



2 waš l-bent fe-l-ingliz?



3 waš r̵-r̵ažel fe-l-ħanut?

4 waš ƶ-ƶeɍbiya fe-z-zenqa? 

5 waš l-xŭbz fe-s-suq? 

6 waš l-ma fe-s-stilu? 

Lesson 14

Predicates containing a noun and an adjective

The predicate may consist of a noun and an adjective, like in the following sentences:

hada ɍažel kbir.	This <is> an old man.
l-qađi ɍažel kbir.	The judge <is> an old man.

And also:

l-meǥrib blad mezyana.	Morocco <is> a good/nice country.
fas mdina kbira.	Fez <is> a big city.
l-magana hdiya mezyana.	The watch <is> a nice gift.

Exercise 14.a

Write short dialogues responding to the sentences given. Use the word in brackets in your response.

Example

given a	ɍ-ɍažel le-kbir qađi.
given b	(**mezyan**) ________?
you b	waš huwa qađi mezyan?
given c	iyeh, huwa qađi mezyan.

1a		**đ-đaɍ** le-kbira međɍas̵a.
b	(ždid)	________________________?
c		**iyeh**, hiya međɍas̵a ždida.

2a **l-magana** ž-ždida hdiya.

b (ɍxiꞩ) ____________________________?

c la, **hiya** hdiya ǥalya.

3a **l-meǥrib** blad f-ifriqiya.

b (qɍib) ____________________________?

c la, **hiya** ma-ši blad qɍiba.

4a fas **mdina** fe-l-meǥrib.

b (qdim) ____________________________?

c **iyeh**, hiya mdina qdima.

5a **l-bent** le-ħzina fe-đ-đaɍ.

b (kbira) ____________________________?

c **iyeh**, hiya kbira.

6a **ŧ-ŧumubil** ž-ždida fe-z-zenqa.

b (ɍxiꞩa) ____________________________?

c la, **hiya** ma-ši ɍxiꞩa.

Exercise 14.b

Combine each subject in the left column with a predicate from the right column. The right column is longer, so you won't be able to use all its options.

1 l-buꞩŧa
2 l-magana ž-ždida
3 ɍ-ɍažel le-kbir
4 hadi
5 l-meǥrib
6 hada
7 le-mɍa le-kbira
8 l-weld

a mdina qdima
b l-feɍħan
c ma-ši feɍħana
d fe-z-zenqa le-kbira
e qađi mezyan
f fe-l-međɍaꞩa
g ma-ši ǥalya
h ǥali
i blad mezyana
j sarut ždid
k blad qɍib

Exercise 14.c

Match the words in the left column with words from the right column you associate with them, looking at the meaning.

1	kas	a	bit	
2	ħewli	b	ŧebla	
3	đaŕ	c	suq	
4	weld	d	meɛza	
5	kŭrsi	e	kŭnnaš	(notebook)
6	ŧumubil	f	ǥŭŕŕaf	
7	bab	g	qehwa	
8	ħlib	h	sarut	
9	ħanut	i	ŕažel	
10	ktab	j	kaŕ	(bus)

Exercise 14.d

Most of the sentences below contain mistakes. They are grammatically incorrect, or what they say is impossible.

Find the mistakes, correct them by changing as little as possible, then translate the corrected sentences.

1. l-weld, waš hiya feŕħan?
2. ŕ-ŕažel kbir ma-ši feŕħana.
3. waš feŕħana nta?
4. sarut ž-ždid fayn?
5. l-weld le-kbira fe-l-međŕasa ma-ši.
6. waš nti mŕiđa?
7. la, ana ma-ši mŕiđa, ɛeyyan ana.
8. š-škara ždid hdiya mezyan.
9. waš fe-l-bit l-ŧebla? la, huwa fe-z-zenqa.
10. l-bit le-kbir fe-s-sefli.
11. ž-żellaba l-keħla beyđa.

Lesson 15

Sentences containing a verb

Sentences containing verbs are called verbal sentences. The first verb you'll learn is the verb 'to see'. You'll learn the present tense first.

ka-nšuf	I see
ka-tšuf	you♂ see
ka-tšufi	you♀ see

Note that 'you see' has two possible conjugations, depending on the gender of the subject. 'I see' only has one possible conjugation, which is independent from the gender of the subject.

The subject of a verb is included in the verb conjugation (**ka-nšuf** means 'I see' by itself). It is possible, however, to place the personal pronoun before the verb in order to emphasise it:

ana ka-nšuf	I see (emphasis on 'I)
nta ka-tšuf	you♂ see (emphasis on 'you')
nti ka-tšufi	you♀ see (emphasis on 'you')

What you see, the object, directly follows the verb:

ka-nšuf l-g̱ŭřřaf	I see the cup
ka-tšuf l-kař	you♂ see the bus
ka-tšufi š-šems	you♀ see the sun

Questions are once again formed using waš:

waš ka-tšuf le-ħmař?	Do you♂ see the donkey?
waš ka-tšufi l-gařřu?	Do you♀ see the cigarette?

If you want to attract someone's attention by calling them by name, you place the vocative particle **a** before the name. So a **mħemmed** means 'hey Muhammad'.

If you want to ask Muhammad if he sees the old woman, you say:

a mħemmed, waš ka-tšuf le-mɍa le-kbira?

And asking Fatima♀ the same:

a faŧima, waš ka-tšufi le-mɍa le-kbira?

Exercise 15.a

Ask two people (5 x Ahmed and 5 x Fatima) if they see certain things. Then answer as if you were the person being asked: 'Yes, I see . . .'

Example

given Ask Ahmed if he sees the girl.

question a ħmed, waš ka-tšuf l-bent?

answer iyeh ka-nšuf l-bent.

given Ask Fatima if she sees the key.

question a faŧima, waš ka-tšufi s-sarut?

answer iyeh, ka-nšuf s-sarut.

1 Ask Fatima if she sees the judge.
2 Ask Fatima if she sees the goat.
3 Ask Fatima if she sees the teapot.
4 Ask Fatima if she sees the bus.
5 Ask Fatima if she sees the cigarette.
6 Ask Ahmed if he sees the cup.
7 Ask Ahmed if he sees the sheep.
8 Ask Ahmed if he sees the donkey.
9 Ask Ahmed if he sees the city.
10 Ask Ahmed if he sees the sun.

Exercise 15.b

Again, ask someone if they see something, but now you make the question using the pictures.

Example

given **mħemmed**   ?

question a mħemmed, waš ka-tšuf l-berrad ž-ždid?

1 xadiža   ?

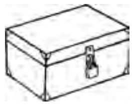
2 ɛli   ?

3 ħmed   ?

4 faŧima   ?

5 musŧafa   ?

6 ɛayša  

7 mħemmed   ?

8 dris   ?

Exercise 15.c

Use the word in brackets to replace part of the previous sentence, adapting the rest of the sentence if needed.

Example

		nta ka-tšuf l-bent.
	(nti)	nti ka-tšufi l-bent.
	(ka-nšuf)	ana ka-nšuf l-bent.
	(l-weld)	ana ka-nšuf l-weld.
1		ana ka-nšuf l-weld.
2	(nta)	______________________
3	(ka-tšufi)	______________________
4	(ɍažel kbir)	______________________
5	(ana)	______________________

6 (ka-tšuf) ______________________

7 (le-mɍa) ______________________

Exercise 15.d

Complete the dialogues, then listen to them.

ɛayša	waš ka-tšuf l-weld le-kbir?
muꞩŧafa	iyeh, ka-nšuf________, u nti, waš nti ka-________ ________?
ɛayša	la, ana ka-________ ǥir (= only) ________ ꞩǥiɍ.
mħemmed	waš ka-tšufi l-međɍaꞩa?
faŧima	iyeh, ka-________, u nta, waš ka-________?
mħemmed	la, ________ ǥir đaɍ ꞩǥiɍa.

Lesson 16

Negating verbs

Negating verbs is different from what you have seen so far. The negation consists of two parts: **ma-** is placed before the verb and **-š** after it. Schematically:

ma-	*verb*	*-š*	*object*
ma-	ka-nšuf	-š	l-**ǥŭɍɍ**af
ma-	ka-tšuf	-š	l-ga**ɍɍ**u
ma-	ka-tšufi	-š†	š-šems

†You may also hear **ma-**. . .**-ši** used to negate verbs; this emphasises the negation. **ma-ka-nšuf-ši** = I don't see . . . at all

Now you can give a negative answer to questions like:

waš ka-tšuf le-ħma**ɍ** le-kbir?

Your answer would be:

la, ma-ka-nšuf-š le-ħma**ɍ** le-kbir.

and:

waš ka-tšufi l-ka**ɍ** ž-ždid?

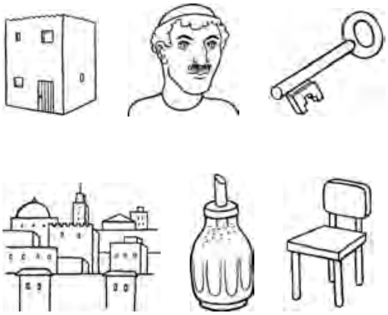
la, ma-ka-nšuf-š l-ka**ɍ** ž-ždid.

Summarizing: You can now create 3 types of sentences containing a verb:

question	waš	ka-tšuf	l-magana
affirmative answer	iyeh	ka-nšuf	l-magana
negative answer	la	ma-ka-nšuf -š	l-magana

Exercise 16.a

Answer the questions given. The picture will tell you whether you should answer 'yes' or 'no'.



Example

question	a musŧafa, waš ka-tšuf kelb?
note	There is no dog pictured.
answer	la ma-ka-nšuf-š kelb.

1 a musŧafa, waš ka-tšuf ɍažel?
2 a musŧafa, waš ka-tšuf ħewli?
3 a musŧafa, waš ka-tšuf ƶeɍbiya?
4 a musŧafa, waš ka-tšuf đaɍ?
5 a musŧafa, waš ka-tšuf berrad?
6 a ɛayša, waš ka-tšufi sarut?
7 a ɛayša, waš ka-tšufi meɛza?
8 a ɛayša, waš ka-tšufi kŭrsi?
9 a ɛayša, waš ka-tšufi škara?
10 a ɛayša, waš ka-tšufi ǥŭɍɍaf?

Exercise 16.b

Complete the dialogues below with appropriate verb forms. You can choose from:

ka-nšuf / ma-ka-nšuf-š / ka-tšuf / ma-ka-tšuf-š / ka-tšufi / ma-ka-tšufi-š

ɛli	ana ma-________ l-berrad ž-ždid, u nta a mħemmed, waš ________ l-berrad ž-ždid?
mħemmed	la, ________ l-berrad ž-ždid, walakin ________ l-berrad le-qdim
ɛli	fayn ________ l-berrad le-qdim?
mħemmed	________ l-berrad le-qdim fe-ŧ-ŧebla fe-l-bit ȿ-ȿǥiɍ

There are some new words in this dialogue:

ǥir = only | **ħda** = next to | **ħetta** = also

mușŧafa a faŧima, waš ________ ɍ-ɍažel le-kbir fe-z-zenqa?

faŧima la, ________ ɍažel kbir fe-z-zenqa, ________ ǥir weld ꞩǥiɍ.

muꞩŧafa fayn ________ l-weld, ana ________ ǥir ɍažel u kelb.

faŧima l-weld ħda l-buꞩŧa.

muꞩŧafa iyeh, ħetta ana ________ l-weld ꞩ-ꞩǥiɍ.

Lesson 17

Personal pronouns for ‘him’ and ‘her’

If you want to give an affirmative answer to the question ‘Do you see the old man?’, it is more natural to say ‘Yes, I see him’, than ‘Yes, I see the old man’. ‘Him’, that which you see, is the object. Like in English, Moroccan personal pronouns have different forms depending on whether they are subject or object:

subject	*object*
huwa (he)	-u (him)
hiya (she)	-ha (her)

The hyphen of **-u** and **-ha** means that both suffixes are always joined to the word before, and they never occur on their own. You don’t hear a pause or anything.

Now you can answer these questions:

question	*answer*
waš ka-tšuf ɍ-ɍažel?	iyeh, ka-nšuf-u.
waš ka-tšuf le-mɍa?	iyeh, ka-nšuf-ha.

Or you can formulate the questions differently:

hada ɍažel kbir, waš ka-tšuf-u?

hadi mɍa kbira, waš ka-tšuf-ha?

hadi mɍa kbira, waš ka-tšufi-ha?

Both suffixes may also refer to nouns denoting non-persons. Depending on the gender of the noun, you use **-u** or **-ha**.

waš ka-tšufi l-kelb le-kbir?	iyeh, ka-nšuf-u. (**kelb** is masculine.)
waš ka-tšuf l-magana s̵-s̵g̵iɍa?	iyeh, ka-nšuf-ha. (**magana** is feminine.)

Exercise 17.a

Answer the questions affirmatively, replacing the object of the question by **-u** or **-ha** in the answer.

Example

question a ħmed, waš ka-tšuf l-bent?

answer iyeh, ka-nšuf-ha.

1 a ħmed, waš ka-tšuf l-meɛza?

2 a faŧima, waš ka-tšufi đ-đaɍ?

3 a ħmed, waš ka-tšuf l-kŭrsi?

4 a faŧima, waš ka-tšufi le-mdina?

5 a ħmed, waš ka-tšuf l-ħewli?

6 a faŧima, waš ka-tšufi l-berrad?

7 a ħmed, waš ka-tšuf l-bent?

8 a faŧima, waš ka-tšufi le-ktab?

9 a ħmed, waš ka-tšuf s-suq?

10 a faŧima, waš ka-tšufi l-kaɍ?

Lesson 18

Negating verbs with suffixes

A suffix added to a verb becomes part of that verb. This means that the suffix sits between the two parts of the negation **ma-. . .-š**.

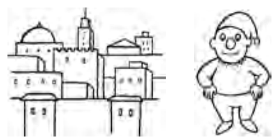
ka-nšuf-*u*.	I see him.
ma-ka-nšuf-*u*-š.	I don't see him.
ka-tšuf-*ha*.	You see her.
ma-ka-tšuf-*ha*-š.	You don't see her.

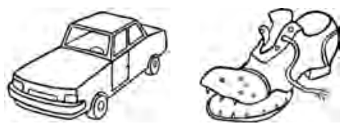
The suffix and the verb are inseparable; nothing can come in between.

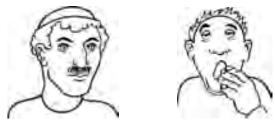
Exercise 18.a

You are now Ahmed or Fatima. Answer the questions you will be asked. Whether you see what is being asked or not can be determined by looking at the pictures below.









Example

question a ħmed, waš ka-tšuf l-ħewli le-byeđ?

note No white sheep is pictured.

answer la, ma-ka-nšuf-u-š.

question a faŧima, waš ka-tšufi le-mdina s̵-s̵ǥiɍa?

note There is a small city pictured.

answer iyeh, ka-nšuf-ha.

1 a faŧima, waš ka-tšufi le-ħlib l-ldid?
2 a faŧima, waš ka-tšufi l-bab l-mesdud?
3 a faŧima, waš ka-tšufi l-berrad le-kbir?
4 a faŧima, waš ka-tšufi ɍ-ɍažel l-ɛeyyan?
5 a faŧima, waš ka-tšufi l-bent l-feɍħana?
6 a ħmed, waš ka-tšuf l-magana l-ǥalya?
7 a ħmed, waš ka-tšuf đ-đaɍ le-kbira?
8 a ħmed, waš ka-tšuf ŧ-ŧebla ž-ždida?
9 a ħmed, waš ka-tšuf le-hdiya l-ǥalya?
10 a ħmed, waš ka-tšuf z-zenqa le-qɍiba?

Exercise 18.b

You know you can address someone by placing **a** before the first name. But you can also say 'sir' or 'madam', **sidi** or **lalla**, both also preceded by the vocative particle **a**.

Answer the questions using a suffix. **iyeh** and **la** indicate how you should answer.

Example

question a sidi, waš ka-tšuf ɍ-ɍažel le-kbir? iyeh

answer iyeh, ka-nšuf-u.

question a lalla, waš ka-tšufi s-sarut ž-ždid? la

answer la, ma-ka-nšuf-u-š.

1 a sidi, waš ka-tšuf l-qehwa l-keħla? iyeh
2 a lalla, waš ka-tšufi l-ħewli l-ǥali? la

3	a sidi, waš ka-tšuf l-buꞩŧa l-meħlula?	la
4	a lalla, waš ka-tšufi đ-đaɍ le-bɛida?	iyeh
5	a sidi, waš ka-tšuf z-zit l-ldida?	la
6	a lalla, waš ka-tšufi ŧ-ŧumubil ɍ-ɍxiꞩa?	iyeh
7	a sidi, waš ka-tšuf l-weld le-ħzin?	iyeh
8	a lalla, waš ka-tšufi s-stilu ž-ždid?	la

Exercise 18.c

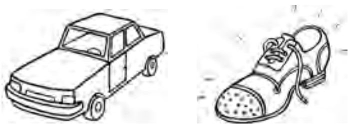
For asking 'Do you see the old man' you've learnt: **waš ka-tšuf ɍ-ɍažel le-kbir?**

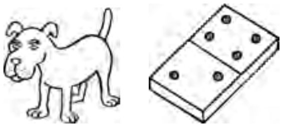
However, in Moroccan the most essential part of a question is often placed at the front. The question would then be: 'The old man, do you see him?'

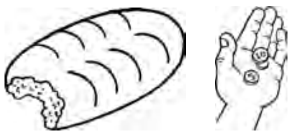
ɍ-ɍažel le-kbir, waš ka-tšuf-u?

Make questions in this way, using the pictures.

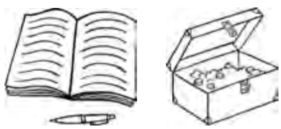
Example

 ŧ-ŧumubil ž-ždida, waš ka-tšuf-ha?

1 

4 

2 

5 

3 

6 

Exercise 18.d

Complete the dialogues using forms of the verb 'to see', sometimes putting it between the negation **ma-. . .-š**, and where possible adding a suffix **-u** or **-ha**, referring to an object mentioned earlier. If there is a hyphen in the open space, you should attach a suffix to the verb.

ɛli	ana ma-_________-š l-berrad ž-ždid, u nta a mħemmed, waš _________-__?
mħemmed	la, _________-_♂♀walakin _________ l-berrad le-qdim.
ɛli	fayn _________-__?
mħemmed	_________-__ fe-ŧ-ŧebla fe-l-bit ꞩ-ꞩǥiɍ.

musŧafa	a faŧima, waš _________ le-mɍa le-kbira fe-z-zenqa?
faŧima	la, _________-__, _________ ǥir mɍa ꞩǥiɍa.
musŧafa	fayn _________-__, ana ________ ǥir ɍažel u kelb.
faŧima	hiya ħda l-busŧa.
musŧafa	iyeh, ħetta ana _________-__.

Lesson 19

Suffixes for 'me' and 'you'

Beside the suffixes **-u** and **-ha** (him and her), there are suffixes for 'me' and 'you'.

subject	*object*
ana (I ♂♀)	-ni (me ♂♀)
nta (you ♂)	-ek (you ♂)
nti (you ♀)	-ek (you ♀)

As you can see, **-ek** (you) has the same form for masculine and feminine.

Both these suffixes are part of the verb as well, so sit between the two parts of the negation.

waš ka-tšufi-*ni*?

iyeh, ka-nšuf-*ek*.

la, ma-ka-nšuf-*ek*-š.

Here is an overview of all personal pronouns and suffixes we have come across so far:

personal pronoun	*subject*	*suffix*	*object*
ana	I	-ni	me
nta	you ♂	-ek	you ♂
nti	you ♀	-ek	you ♀
huwa	he	-u	him
hiya	she	-ha	her

Exercise 19.a

Complete the dialogues below writing forms of the verb 'to see' in the open spaces, adding suffixes where needed. Where three personal pronouns are given in brackets, you must choose one.

ħmed — a faŧima, waš ________ -ni?

faŧima — la, ma- ________-__, fayn (hiya, nta, ana)?

ħmed — (huwa, nti, ana) fe-l-bit s̵-s̵g̵iɍ.

faŧima — iyeh, daba (= nu) ________.

dris — a mħemmed fayn (huwa, nti, nta), ma-________-ek-š.

mħemmed — (huwa, ana, nti) fe-l-bit le-kbir fe-s-sefli, ma-________-š?

dris — la, ________.

mħemmed — waš ________ l-kŭrsi le-kbir?

dris — iyeh, ________.

mħemmed — (hiya, ana, nta) ħda l-kŭrsi.

dris — iyeh, daba ________.

Exercise 19.b

Pretend you are the man in the picture below. Some objects are within your field of vision (in front of you), and some are outside it (behind you). Now answer the questions. If you, the student, are a woman, write an **i** on the underscores of **ka-tšuf_**.



Example

question waš ka-tšuf_ l-kŭrsi?

note The chair is behind you, so you can't see it.

answer la, ma-ka-nšuf-u-š.

1 waš ka-tšuf_ l-gaɍɍu?

2 waš ka-tšuf_ l-magana?

3 waš ka-tšuf_ š-šems?

4 waš ka-tšuf_ l-kaɍ?

5 waš ka-tšuf_ le-mdina?

6 waš ka-tšuf_ l-ǥŭɍɍaf?

7 waš ka-tšuf_ le-ħmaɍ?

8 waš ka-tšuf_ l-berrad?

9 waš ka-tšuf_ ɍ-ɍažel?

10 waš ka-tšuf_ đ-đaɍ

Lesson 20

Emphasis

You have seen before that in Moroccan you can emphasise a sentence constituent by putting it at the beginning of the sentence.

You have already seen and heard the following sentence:

nta, waš ka-tšuf s-sarut?

If you want to emphasise the subject, you explicitly put the personal pronoun before the verb:

nti, ka-tšufi-ha walakin ana, ma-ka-nšuf-ha-š.

ana, ka-nšuf-u u nta, ma-ka-tšuf-u-š.

You put this stressed subject at the very beginning of the sentence, so even before **waš.**

nta, waš ka-tšuf s-sarut?

nti, waš ka-tšufi l-gaɍɍu?

If the subject is a noun, you can also put it at the beginning of the sentence. This creates an effect of introducing a new conversation topic. Where the subject of the sentence should be, you give the personal pronoun **huwa** or **hiya**.

ƶ-ƶeɍbiya, hiya ɍxis̵a.

ƶ-ƶeɍbiya, hiya ma-ši ɍxis̵a.

ƶ-ƶeɍbiya, waš hiya ɍxis̵a?

s-stilu, huwa ždid.

s-stilu, huwa ma-ši ždid.

s-stilu, waš huwa ždid?

Exercise 20.a

Emphasise the subject by explicitly stating the personal pronoun contained in the verb.

Example

given ka-nšuf l-weld.

you ana, ka-nšuf l-weld.

1 ka-tšuf l-weld.

2 ka-tšufi l-ma.

3 ka-nšuf le-ktab.

4 ka-tšufi l-međɍaꞩa.

5 ka-nšuf ƶ-ƶeɍbiya.

6 ka-tšuf s-stilu.

7 ka-nšuf s-sarut.

Exercise 20.b

Someone mentions they cannot see a certain object. Say you can't see it (either), and then ask someone else (3x Muhammad and 3x Fatima) emphatically if they do see the object.

Example

given ma-ka-nšuf-š s-sarut.

you ma-ka-nšuf-š s-sarut, u nta a mħemmed, waš ka-tšuf-u?

1 ma-ka-nšuf-š s-suq.

2 ma-ka-nšuf-š l-ħanut.

3 ma-ka-nšuf-š l-meɛza.

4 ma-ka-nšuf-š le-hdiya.

5 ma-ka-nšuf-š l-bent.

6 ma-ka-nšuf-š ž-žellaba.

Exercise 20.c

Change the sentences so that the subject is being introduced as a new conversation topic.

Example

given waš ƶ-ƶeɍbiya ɍxiꞩa?

you ƶ-ƶeɍbiya, waš hiya ɍxiꞩa?

1 l-međɍaꞩa ma-ši kbira.

2 đ-đaɍ ɍxiꞩa.

3 waš s-stilu mezyan?

4 l-berrad ꞩǥiɍ.

5 l-kaɍ ma-ši ǥali.

6 waš le-mdina qɍiba?

Lesson 21

Emphasizing the object

If you want to emphasise the *object*, you can also put it at the beginning of the sentence. An object may consist of a noun (with or without an adjective) or a suffix. If you put a noun at the beginning of the sentence, you have to replace it with a suffix in the spot where the object was before.

ka-tšuf l-ħewli le-kbir.	l-ħewli le-kbir, ka-tšuf-u.
ka-nšuf l-medɍasa ž-ždida.	l-medɍasa ž-ždida, ka-nšuf-ha.
waš ka-tšuf l-medɍasa?	l-medɍasa, waš ka-tšuf-ha?
waš ka-tšuf s-sarut?	s-sarut, waš ka-tšuf-u?
ma-ka-nšuf-š ɍ-ɍažel.	ɍ-ɍažel, ma-ka-nšuf-u-š.
ma-ka-tšufi-š l-meɛza.	l-meɛza, ma-ka-tšufi-ha-š.

You can also emphasise the object if it is just a suffix. You then put the corresponding personal pronoun at the beginning of the sentence.

ka-tšuf-u.	huwa, ka-tšuf-u.
ma-ka-nšuf-ek-š.	nta, ma-ka-nšuf-ek-š (or nti, . . .).
waš ka-tšuf-ni?	ana, waš ka-tšuf-ni?

A concluding remark about preposing. If either a subject or an object is placed at the beginning of the sentence, they are actually no longer part of the sentence. This is indicated by the comma after the preposed sentence constituent. If you omit the preposed sentence constituent, you are left with a grammatically correct sentence.

nti, ka-tšufi-ha.

ana, ka-nšuf-u.

l-ħewli le-kbir, ka-tšuf-u.

l-meɛza, ma-ka-tšufi-ha-š.

s-sarut, waš ka-tšuf-u?

ana, waš ka-tšuf-ni?

Exercise 21.a

Emphasise the object of the sentences below.

Example

given ka-nšuf l-weld

you l-weld, ka-nšuf-u.

1 ka-tšuf l-ḡŭ̄ɍɍaf le-kbir.

2 ka-tšufi ŧ-ŧumubil s̵-s̵ḡiɍa.

3 ka-nšuf l-kaɍ ž-ždid.

4 ka-tšuf l-weld l-feɍħan.

5 waš ka-tšuf le-mdina?

6 waš ka-tšufi l-bent?

7 waš ka-tšuf l-gaɍɍu?

8 waš ka-tšufi l-bus̵ŧa le-kbira?

9 ma-ka-nšuf-š l-ħewli.

10 ma-ka-tšuf-š ž-žellaba.

11 ma-ka-tšufi-š l-magana ž-ždida.

12 ma-ka-nšuf-š l-meɛza.

Exercise 21.b

Emphasise the object of the sentences below. The object here is just a suffix.

Example

given ka-nšuf-ha.

you hiya, ka-nšuf-ha.

1 waš ka-tšufi-ni?

2 ka-nšuf-u.

3 ma-ka-nšuf-ek-š.

4 waš ka-tšuf-u?

5 ma-ka-nšuf-ha-š.

6 ka-nšuf-ek.

Exercise 21.c

Emphasise the sentence constituent underlined. If the underlined word is the verb, you have to emphasise the subject contained within the verb.

Example

given ka-nšuf đ-đar.

you đ-đaɍ, ka-nšuf-ha.

1 ka-tšufi-ha.

2 ka-nšuf le-mdina le-qdima.

3 ma-ka-tšuf-š le-ħmaɍ le-kħel.

4 ma-ka-nšuf-ek-š.

5 waš ka-tšufi ž-žellaba ž-ždida?

6 ma-ka-tšufi-ni-š.

7 waš ka-tšuf-ni?

8 ka-nšuf đ-đaɍ l-beyđa.

9 waš ka-tšuf ɍ-ɍažel?

Lesson 22

The imperative

To form the imperative, the second person verb forms are used (you ♂ and ♀). Omit the **ka-** and the **t** and you are left with the imperative:

ka-tšuf	šuf!	look! (to a man)
ka-tšufi	šufi!	look! (to a woman)

If the verb 'to see' is followed by the word **waš**, it means 'to see if . . .'

ka-nšuf waš l-xŭbz mezyan   I'll see if the bread is done.

This can also be put as an order, e.g. for Ahmed:

a ħmed, šuf waš l-xŭbz mezyan!

Exercise 22.a

Tell someone (first four times a woman, then four times a man) to look at the given object. Think up a name yourself.

Example

house	a faṭima, šufi đ-đar!
city	a musṭafa, šuf le-mdina!

1 woman

2 dog

3 glass

4 coffee

5 chair

6 judge

7 table

8 ballpoint

Exercise 22.b

Make sentences like the example, using the directions given.

Example

given	Tell Ahmed to see if the bread is done.
you	a ħmed, šuf waš l-xŭbz mezyan

1 Tell Ahmed to see if the woman is tired.

2 Tell Fatima to see if the boy is ill.

3 Tell Muhammad to see if the girl is sad.

4 Tell Aïcha to see if the shop is closed.

5 Tell Moustafa to see if the ground floor is big.

6 Tell Naïma to see if the post office is open.

Lesson 23

The demonstrative 'this'

In English there is a difference between demonstratives used for objects close to the speaker (this/these) and objects further away (that/those). Moroccan has the same distinction. For objects close to the speaker, the same form is used for masculine and feminine nouns. This is the demonstrative **had**. **had** is almost always followed by the article, and is the same before masculine or feminine nouns.

had l-weld	this boy
had ɍ-ɍažel	this [29] ________
had l-bent	this girl
had ž-žellaba	this [30] ________

Some new words:

had l-kŭnnaš	this notebook
had le-hdiya	this gift
had le-fraš	this bed
had l-wad	this river

had can also be used before a noun and an adjective:

had l-kŭnnaš ž-ždid . . .	this new notebook
had le-hdiya l-ḡalya . . .	this expensive gift
had le-fraš le-kbir . . .	this big bed
had l-wad s̶-s̶ḡiɍ . . .	this small river

Once again the rule is: if the noun is definite, the adjective needs to be as well.

All examples above are incomplete sentences.

had l-wad . . .	this river . . .
had l-wad l-xawi . . .	this empty river . . .

This last example isn't a sentence either. You could make it into a sentence, however: 'This river (bed) is empty.' How could you do that?[31] Think about this question before you continue reading.

To make a predicate out of xawi, you omit its article:

had l-wad xawi.	This river <is> empty.

Some more examples:

had ɍ-ɍažel mɍiđ.	This man <is> ill.
had le-mɍa mɍiđa.	This woman <is> ill.

had and a noun can also be followed by two adjectives: one adjective that is part of the subject and one that forms the predicate.

had ɍ-ɍažel le-kbir mɍiđ.	This old man <is> ill.
had le-mɍa le-kbira mɍiđa.	This old woman <is> ill.

Demonstrative had is different from the demonstratives **hada** and **hadi** that you have learnt before. The latter two are so-called demonstrative pronouns (i.e. they are a separate sentence constituent). **had** on the other hand is a demonstrative adjective: it only occurs with a noun and forms one sentence constituent with that noun.

You can emphasise the demonstrative adjective by following the noun with the demonstrative pronoun (**hada/hadi**).

had le-blad	this country	had le-blad hadi	*this* country
had l-kas	this glass	had l-kas hada	*this* glass

Finally, we will introduce the adjective 'other'. This is **axŭɍ** in the masculine form and **x̂ɍa** in the feminine form. Some examples are below.

ɍažel axŭɍ	another man
l-weld l-axŭɍ	the other boy
bit axŭɍ	another room

l-gaɍɍu l-axŭɍ	the other cigarette
mɍa ẋɍa	another woman
l-bent le-ẋɍa	the other girl
mdina ẋɍa	another city
š-škara le-ẋɍa	the other bag

In the exercises below some new symbols are used. The first one is for the demonstrative 'this'/these', which is symbolised by a hand pointing at a nearby tree: this tree.

For 'other' the hand points alongside the tree to an (imaginary) other one, thus indicating that not 'this . . .' is meant but an 'other . . .'.

An example:

  &  

had s-sarut u s-sarut l-axŭɍ

  &  

this chair and the other chair

had l-**kŭrsi u l-kŭrsi l-axŭɍ**

Exercise 23.a

Alternately answer these questions affirmatively and negatively.

1 waš had l-kaɍ kbir? iyeh

2 waš had le-fraš ždid? la

3	waš had le-hdiya ḡalya?	iyeh
4	waš had l-kŭnnaš ɍxiꞩ?	la
5	waš had l-wad qɍib?	iyeh
6	waš had l-lħem ldid?	la

Exercise 23.b

Answer the questions using the pictures.

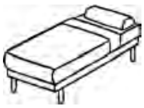
Example

given   

waš had ɍ-ɍažel ɛeyyan?

note The man is glad, not tired

you la, had ɍ-ɍažel ma-ši ɛeyyan.

1 – waš had le-fraš ždid?

2 – waš had le-hdiya ɍxiꞩa?



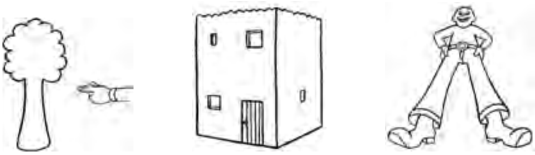
3 – waš had l-ḡŭɍɍaf kbir?



4 – waš had l-gaɍɍu mezyan?



5 – waš had l-kaɍ qdim?



6 – waš had đ-đaɍ s̶ḡiɍa?

Exercise 23.c

This exercise expands on the last exercise. Now you will see 'this . . .' and 'the other . . .'





this	bus	old	but	the bus	the other	new
had	-kaɍ	qdim	walakin	l-kaɍ	l-axŭɍ	ždid

In answer to the question 'Is this bus new?' you could say:

No, this bus is old, but the other bus is new.

la, had l-kaɍ qdim walakin l-kaɍ l-axŭɍ ždid

The complete example looks like this:

given 



given waš had l-kaɍ ždid?

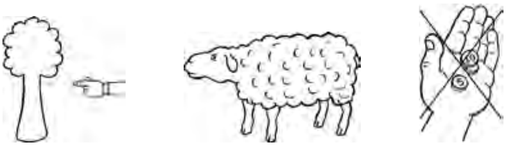
you la, had l-kar qdim walakin l-kaɍ l-axŭɍ ždid.

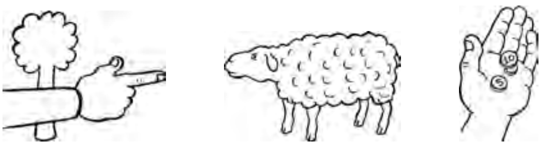
1 waš had s-sarut kbir?



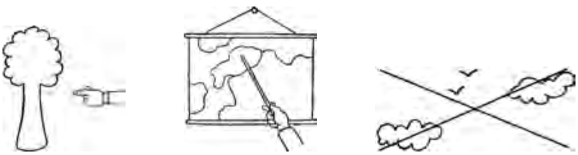


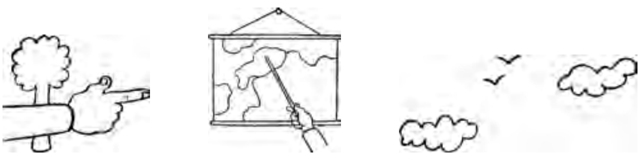
2 waš had l-ħewli ɍxiꞩ?



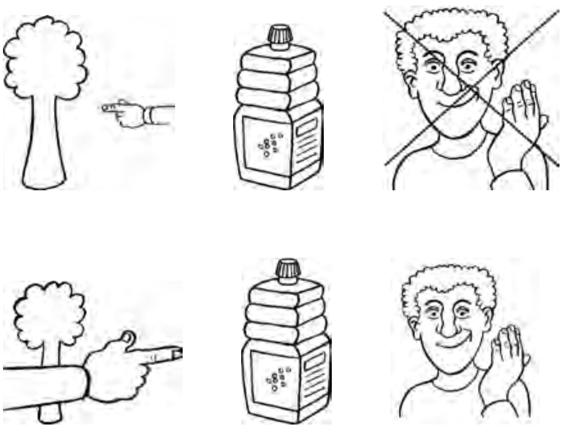


3 waš had le-blad bεida?

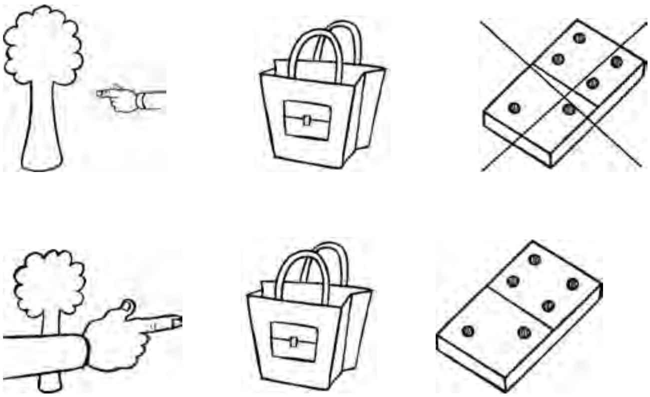




4 waš had z-zit ldida?

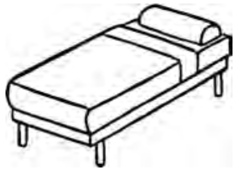


5 waš had š-škara beyđa?



6 waš had le-fraš ždid?



7 waš had l-weld ħzin?

Exercise 23.d

Translate these sentences into Moroccan.

1 This boy is sad but this girl is glad.

2 This sugar is expensive but this pen is cheap.

3 This carpet is small but this table is big.

4 This goat is ill but this sheep is not ill.

5 This book is open but this notebook is closed.

6 This city is near but this country is far away.

Exercise 23.e

Choose one of the three words between brackets and use it to complete the sentence.

Example

given	had ɍ-ɍažel ________ mɍiđ.	(ḡali, feɍħana, le-kbir)
you	had ɍ-ɍažel le-kbir mɍiđ.	

1	had l-wad s̶-s̶ḡiɍ ________.	(xawya, kbir, xawi)
2	had ________ ž-ždid xawi.	(l-weld, ḡŭɍɍaf, l-kŭnnaš)
3	had le-fraš le-kbir ________.	(l-mezyan, mezyan, s̶ḡiɍ)
4	had l-ħewli ________ kbir.	(le-kħel, byeđ, l-mešdud)
5	had ________ l-ḡalya mezyana.	(ŧ-ŧumubil, hdiya, l-berrad)
6	had z-zit ɍ-ɍxis̶a ________.	(l-ɛeyyana, ḡalya, ldida)
7	had s-suq le-kbir ________.	(s̶ḡiɍa, l-mezyan, xawi)
8	had z-zenqa ________ mešduda.	(le-kbir, s̶-s̶ḡiɍa, xawya†)

†**xawya** is the feminine form of **xawi.**

Lesson 24

The verb 'to have'

Moroccan doesn't have a verb meaning 'to have' in the sense of 'to own'.

In Moroccan 'to have' is expressed by means of the preposition **ɛend** (with) followed by a suffix indicating the 'owning person'.

Earlier you have learnt the suffixes **-ni, -ek, -u, -h**. The suffix for 'me' has two different forms, one used after a verb: **-ni**; and one after a preposition: **-i**. The other suffixes have only one form.

personal pronoun	***suffix***	***suffix***
subject	object	after preposition
ana	-ni	-i
nta	-ek	-ek
nti	-ek	-ek
huwa	-u	-u
hiya	-ha	-ha

So sentences including 'to have' would look like this:
He, with him <is> a book.

huwa, ɛend-u ktab.	He has a book.
ana, ɛend-i gaṛṛu.	I have a cigarette.
hiya, ɛend-ha škara.	She has a bag.
nta/nti, ɛend-ek g̈ŭṛṛaf.	You (♂ and ♀) have a cup.

You see that the possessing person gets mentioned twice:

once by a 32 ________________ and once (after **ɛend**) by a 33 ________________.

The personal pronoun may be omitted as well:

ɛend-u ŧumubil ždida.

ɛend-i ktab axŭŗ.

So each sentence can have two forms:

a	ana, ɛend-i ŧumubil ždida.	*b*	ɛend-i ŧumubil ždida.
a	nta/nti, ɛend-ek fraš kbir.	*b*	ɛend-ek fraš kbir.
a	huwa, ɛend-u đaŗ mezyana.	*b*	ɛend-u đaŗ mezyana.

The difference between the sentences a and b of the example pairs above is that in the first sentences the subject $_{34}$ ________________.

If you use the preposition **ɛend** in a sentence where it means 'to have', **ɛend** can only be followed by a suffix, not by a noun. So you cannot say:

* ɛend ŗ-ŗažel ktab.

In that case you should say:

ŗ-ŗažel, ɛend-u ktab.

l-bent, ɛend-ha škara ždida.

l-weld, ɛend-u ktab mezyan.

In these sentences there is no stress on the preposed words, because this is the only way you can say it.

Of course these sentences can be made into questions using waš:

waš ɛend-ek fraš kbir?

waš ɛend-u đaŗ mezyana?

The (affirmative) answer could be:

iyeh, ɛend-i fraš kbir.

iyeh, ɛend-u đaŗ mezyana.

Exercise 24.a

Give an affirmative answer to the following questions. If the question is about you (in the second person), then answer in the first person (I, **ɛend-i**). If the question is about

'him/her', then your answer should also be in the third person (he/she, **ɛend-u/ɛend-ha**).

Example

given	waš ɛend-ek bit mezyan?
you	iyeh, ɛend-i bit mezyan.
given	waš ɛend-u ktab ždid?
you	iyeh, ɛend-u ktab ždid.

1 waš ɛend-ek stilu xawi?

2 waš ɛend-u ħmaɍ kbir?

3 waš ɛend-u bit xawi?

4 waš ɛend-ek ħanut s̶ḡiɍ?

5 waš ɛend-u meɛza mɍiđa?

6 waš ɛend-ek lħem ldid?

Exercise 24.b

Ask if the person mentioned possesses the object mentioned. Only use the suffix in your question, not the personal pronoun.

Example

given	huwa, ŧumubil
you	waš ɛend-u ŧumubil?

1 ana, kelb

2 nti, weld

3 hiya, škara

4 nta, xŭbz

5 ana, qehwa

6 huwa, kas

7 hiya, stilu

8 nta, bent

Exercise 24.c

These sentences are incorrect, as is shown by the asterisk preceding them. Change them into correct sentences.

Example

given	* waš ɛend ʀ-ʀažel ktab mezyan?
correct	ʀ-ʀažel, waš ɛend-u ktab mezyan?

1 * waš ɛend l-qađi đaʀ kbira?

2 * ɛend ʀ-ʀažel magana qdima.

3 * waš ɛend l-bent škara xawya?

4 * ɛend l-weld ħlib ldid.

5 * ɛend le-mʀa ʀažel feʀħan.

Lesson 25

Negating sentences with the verb 'to have'

The preposition **ɛend**, when it means 'to have', resembles a verb; because like the verb 'to see', you negate it by placing **ma-** and **–š** on either side of it:

ma-ɛend-i-š magana. 35 ______________

nta, ma-ɛend-ek-š ṭumubil. 36 ______________

l-weld, ma-ɛend-u-š gaṛṛu. 37 ______________

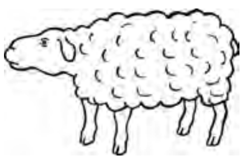
le-mṛa, ma-ɛend-ha-š škara. 38 ______________

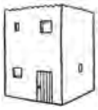
So this is different from negating a sentence constituent following a preposition like **f-** (see Lesson 13). To negate that, you use the negation **ma-ši** which you don't put on either side of the sentence constituent containing **f-**, but directly after the subject and before **f-**.

l-weld fe-l-bit.	l-weld ma-ši fe-l-bit.
l-qehwa fe-l-kas.	l-qehwa ma-ši fe-l-kas.

Exercise 25.a

Pretend that the objects pictured below are the only things you own. Now answer the questions.

Example

given waš ɛend-ek kelb?

note There is no dog among your possessions.

you la, ma-ɛend-i-š l-kelb.

1 waš ɛend-ek žellaba?

2 waš ɛend-ek ŧebla?

3 waš ɛend-ek berrad?

4 waš ɛend-ek ŧumubil?

5 waš ɛend-ek škara?

6 waš ɛend-ek sarut?

7 waš ɛend-ek kaɍ?

8 waš ɛend-ek kŭrsi?

Exercise 25.b

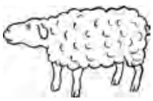
Ask first Ahmed and then Aïcha three times if they own the objects pictured. Then give a negative answer. In your answer, start the sentence with the name of the object.

Example

given 

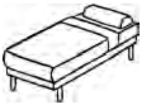
you, question a ɛayša, waš ɛend-ek sarut?

you, answer la, sarut ma-ɛend-i-š.

1  a ________, waš ɛend-ek ________?
la, ________ ma-ɛend-i-š.

2  a ________, waš ________?
la, ________ ma-________.

3  a ______, ______?
la, ________.

4  a ________?
la, ________.

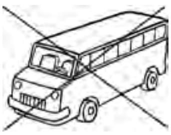
5  ________?
________.

6  ________?
________.

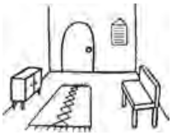
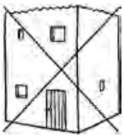
Exercise 25.c

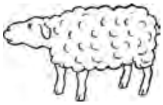
Write sentences stating that the person given does own the first object pictured but does not own the second, crossed out object.

Example

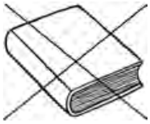
given ana  

you ana, ɛend-i ŧumubil walakin l-kaɍ ma-ɛend-i-š.

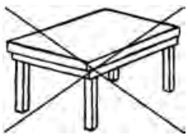
1 huwa  

2 nta  

3 hiya  

4 ana  

5 nti  

6 huwa  

Lesson 26

The indefinite article

Until now you have learnt that a noun is indefinite if it is not preceded by the definite article.

But Moroccan has another way of expressing that a noun is indefinite: the indefinite article. This indefinite article is **waħed + l(e)-** or **waħed +** duplication of the first consonant.

waħed l-bit	a room
waħed l-kŭnnaš	a notebook
waħed ṛ-ṛažel	39 ____________
waħed s-sarut	40 ____________

So **waħed l-** is the indefinite article, even though it contains the definite article **l(e)-.** Note: it does not mean one (the numeral), but a (the indefinite article).

waħed l- plus the noun following it is grammatically indefinite. This becomes apparent if we add an adjective to the noun.

waħed l-bit kbir   a big room

bit is indefinite because of the indefinite article **waħed l-** and so the adjective must be indefinite as well. Not having an article is the only way an adjective can be indefinite. The indefinite article **waħed l-** can never precede an adjective.

So you couldn't say:

waħed l-wad waħed le-kbir.

waħed l-wad le-kbir.

But only:

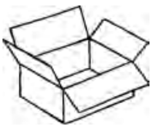
waħed l-wad kbir a big river

This never means 'A river is big'. You can't say that in Moroccan. (Though you wouldn't be very likely to say it in English, either; you would use the plural in such a case: 'Rivers are big'.)

Some more examples:

waħed l-kaɍ xayeb	a bad bus
waħed l-kŭnnaš ždid	a new notebook
waħed le-hdiya ḡalya	an expensive gift
waħed z-zenqa kbira	41 ________
waħed ŧ-ŧebla xayba	42 ________
waħed le-blad barda.	43 ________ cold ________.
waħed l-faɍ ṣḡiɍ.	44 ________ mouse.

In the exercises in this lesson the following three new symbols for adjectives are used: xawi, bared, xayeb.



xawi The box is empty.



bared Note how cold the man is.



xayeb See the facial expression. This can also refer to non-edible things.

Exercise 26.a

Change the noun from a 'normal indefinite' (not having an article) into a 'real indefinite', using the indefinite article **waħed l-.**

Example

given hadi zenqa kbira

you hadi waħed z-zenqa kbira

1 hadi blad barda
2 hada fraš byeđ
3 hada gaɍɍu xayeb
4 hadi mɍa ħzina
5 hadi đaɍ xawya
6 hada stilu mezyan
7 hadi mdina qɍiba
8 hada faɍ s̵ḡiɍ
9 hadi bus̵ŧa qɍiba
10 hada wad s̵ḡiɍ

Exercise 26.b

Give affirmative answers to the questions, using **waħed l-** in your answer, and add the adjective indicated by the picture.

Example



given waš ɛend-ek ŧumubil?

you iyeh, ɛend-i waħed ŧ-ŧumubil mezyana.

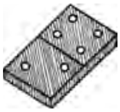


given waš ɛend-ek ktab?

you iyeh, ɛend-i waħed le-ktab qdim.

1 waš ɛend-ek bit? 

2 waš ɛend-ek magana? 

3 waš ɛend-ek ħmaṛ? 

4 waš ɛend-ek ẓeṛbiya? 

5 waš ɛend-ek sarut? 

6 waš ɛend-ek škara? 

7 waš ɛend-ek ħanut? 

8 waš ɛend-ek žellaba? 

Exercise 26.c

Write sentences using the information given. For each sentence the following information is provided:

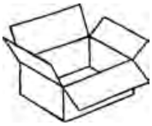
- the person owning something (**ana, huwa etc.);**
- that which is owned by this person: an object and a property, both indicated by pictures.

Put the indefinite article in front of the nouns.

Example

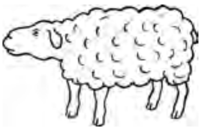
given ana  

you ana ɛend-i waħed ŧ-ŧumubil ždida.

1 huwa  

2 nta  

3 hiya  

4 ana  

5 nti  

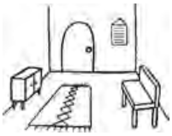
Write the following sentences in the same way, but now use the verb 'to see'.

Example

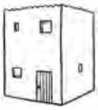
given ana  

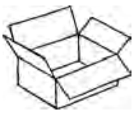
zin ana ka-nšuf waħed ŧ-ŧumubil ždida.

6 nta  

7 ana  

8 nti  

9 nta  

10 ana  

Lesson 27

The demonstrative 'that'

Earlier you have learnt that the demonstrative **had** (for objects close to the speaker) can be used with both masculine and feminine nouns:

had l-weld	had s-sarut
had l-bent	had š-škara

The demonstrative for 'that' (for objects further away from the speaker) does get different forms depending on whether it is used with a masculine or a feminine noun.

These are **dak** (masculine) and **dik** (feminine). These two are also (nearly) always followed by the definite article **l(e)-.**

masculine		*feminine*	
dak l-weld	45 ______	dik l-bent	46 ______
dak ɍ-ɍažel	47 ______	dik le-mɍa	48 ______
dak l-kesksu	that couscous	dik l-magana	49 ______
dak l-kebbuŧ	that coat	dik ƶ-ƶeɍbiya	50 ______
dak l-faɍ	that mouse	dik l-međɍaꞩa	51 ______
dak ꞩ-ꞩabun	that soap	dik ž-žellaba	52 ______

Of course, **dak** and **dik** can also be used before a noun with an adjective:

dak l-ħanut l-mesdud	that closed shop
dak ꞩ-ꞩabun l-xayeb	that bad soap
dik le-blad l-barda	53 ______
dik l-međɍaꞩa l-xayba	54 ______

And of course, sentences of the following type can be formed using **dak/dik**:

dak s̶-s̶abun xayeb. That soap <is> bad.

dik le-blad barda. 55 ________________.

Besides the forms **dak/dik,** you may encounter the forms **hadak/hadik:**

hadak s-sarut ma-ši qdim.

hadik z-zenqa qɍiba.

These alternative forms have the exact same meaning and function.

Exercise 27.a

An object is stated to have a certain attribute. Respond to this by stating that *<that>* object does not have the attribute claimed. If in the statement given you hear **had** (this), in your statement use **dak/dik** (that)!

Example

statement had s-sarut ždid

you dak s-sarut ma-ši ždid, huwa qdim

1 had le-blad barda.

2 had l-busŧa beyđa.

3 had le-fraš xayeb.

4 had l-ǥŭɍɍaf xawi.

5 had l-gaɍɍu ldid.

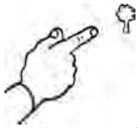
6 had l-xŭbz bared.

7 had s-suq xayeb.

Exercise 27.b

For the demonstrative 'this/these' (had), we introduced the symbol .

  = this cigarette = had l-gaɍɍu.

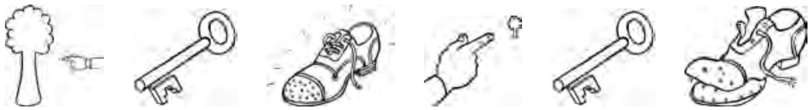
For ‘that/those’ (dak/dik) we introduce here the symbol  .

The hand is pointing at the tree from afar.

 = that cigarette = **dak l-gaɍɍu.**

You will now hear some questions in the sound file. Answer those using the information given.

Example 1

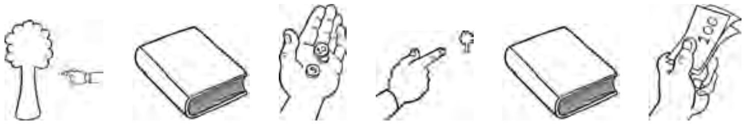
given 

given waš had s-sarut ždid?

note This key (near) is new but that key (far away) is old.

you had s-sarut ždid walakin dak s-sarut qdim.

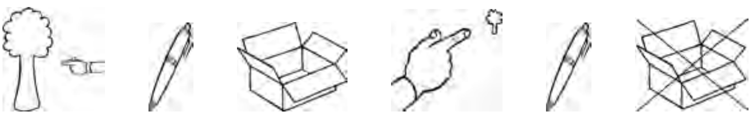
Example 2

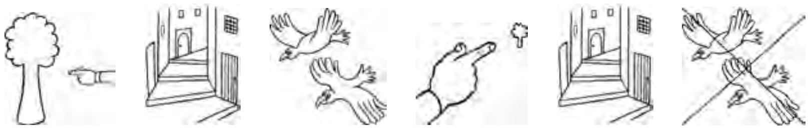
given 

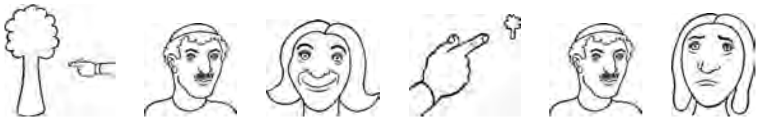
given waš had le-ktab ǥali?

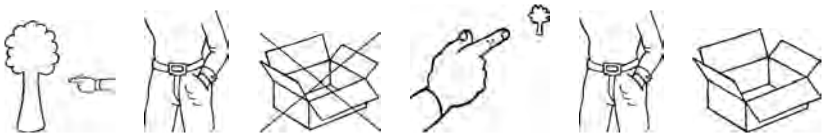
note This book is cheap, but that book is expensive.

you had le-ktab ɍxis̶ walakin dak le-ktab ǥali.

1 

2 

3 

4 

Exercise 27.c

Consider the meanings of the four words given, and cross out the odd one out.

1 kŭrsi – ꞩabun – ŧebla – ƶeɍbiya

2 suq – faɍ – ħewli – ħmaɍ

3 ɍažel – bent – weld – kŭrsi

4 l-xŭbz – l-qehwa – l-ma – le-ħlib

5 l-xŭbz – kesksu – šems – l-lħem

6 sefli – ǥŭɍɍaf – kas – berrad

7 sefli – ŧumubil – bit – bab

8 buꞩŧa – međɍaꞩa – qehwa – kelb

Lesson 28

Noun plurals: Irregular plurals

Until now we have only used singular words (nouns, adjectives, pronouns etc.). Of course Moroccan has a plural as well.

Before we introduce the plural, however, we should explain a theoretical principle of Arabic grammar, the so-called principle of roots, radicals and patterns. This system forms the basis of the morphology of all Arabic languages, and is the most important characteristic of the Semitic languages, of which Arabic is one.

The passages which have a line in the margin are a bit more theoretical. Students who want to deepen their knowledge of the structure of Moroccan can study those; others can just read through them.

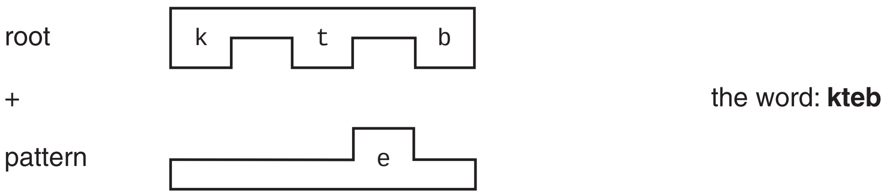
Like the other Arabic languages, Moroccan has the three-radical system. This means that most words are constructed around three consonants carrying a base meaning. This combination of three consonants we call a *root*; the three consonants are *radicals*.

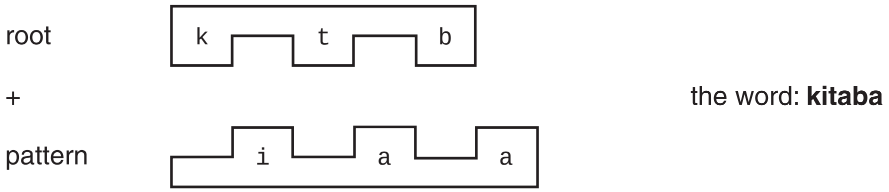
What do the words **kteb, ktab, kitaba, mektub, mekteb** have in common? They all share the three consonants **k**, **t** and **b**. These are the three radicals of the root **√ktb**. We write the sign √ to indicate that it is a root. The base meaning of **√ktb** is 'to write', and all three examples above have something to do with 'writing'.

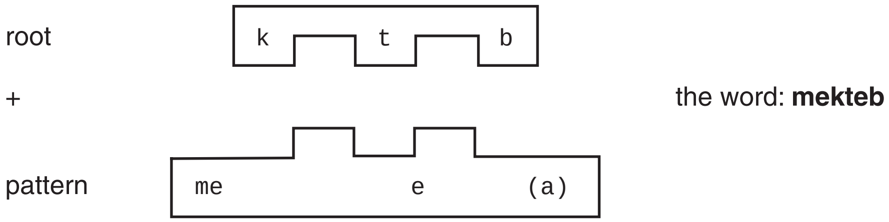
A *pattern* is a framework of vowels (and maybe one or more consonants) and open spaces. Into these open spaces, you can insert the radicals of a root, to make a word.

Look at the following figures:

You can 'fit' roots into the patterns below to make actual words.







If you were to choose another root, e.g. the root √**đɍꞩ,** and 'fit' that into the patterns, it would produce **đɍeꞩ, điɍaꞩa** and **međɍeꞩa.**

Because it is a bit laborious to keep showing the patterns in drawings, we will symbolise them using the three letters **k**, **t** and **b** on the places where other radicals can be inserted. The vowels will be put in between them, and to indicate that it is a pattern we will put the sign ℗ in front of it. For example ℗**kteb,** ℗**kitaba,** ℗**mekteb**. These three example radicals can in theory be replaced by the radicals of any other root. Radicals are preceded by ®, for example ®**k,** ®**t.**

The five words mentioned before which all had 'something to do with writing', are listed again below, with their meanings and the pattern used in forming them.

pattern	*word*	*meaning*
℗kteb	kteb	he wrote
℗ktab	ktab	book
℗kitaba	kitaba	writing
℗mektub	mektub	written
℗mekteb	mekteb	office

If these patterns are combined with some other roots, other words are formed:

Pattern	*Root*		
	√xzn	√šǥl	√đɍꞩ
℗kteb	xzen	šǥel	đɍeꞩ

℗ktab	–	šǥal	–
℗kitaba	xizana	–	điɍaꞩa
℗mektub	–	mešǥul	–
℗mekteb	mexzen	–	–

You see there are some open spaces in this overview. The dashes indicate that some combinations of a pattern and a root would make a non-existing word. Non-existing words are for example **xzan, šiǥala** and **međɍeꞩ**. Many other patterns exist, by the way.

A pattern adds something to the basic meaning of the root. The pattern ℗**kteb** indicates, among other things, the verb in the third person masculine singular (the 'he-form') in the past tense. The pattern ℗**mekteb** (or sometimes ℗**mekteba**) forms a word that indicates: 'the place where the root's activity takes place' (**mekteb** = office, place where you write, **međɍaꞩa** = school, place where you study).

The plurals

To understand the formation of the plurals of nouns, you must know the root and pattern system. Most Moroccan nouns have a so-called irregular plural. This means that the singular form of the noun is changed in a way that is not predictable. Vowels or consonants are added.

The plural of **ktab** (book) is **ktub** (books). The **a** changed into a **u**. However, this does not mean that all words which have an **a** in the singular form get a **u** in their plural form.

It is hard to predict what the plural form of a noun will be – you can't tell from the singular form, nor from the meaning. So you will have to learn the plurals separately. At a later stage, when you have a good command of and 'feeling' for the language, you will be able to correctly predict irregular plurals looking at the singular.

One plural pattern is ℗**ktab.** With this you can create, for example, the plurals: **wlad, bnat** and **klab**. But it is also used in forming the plural of **ɍažel: ržal.**

Another plural pattern is ℗**ktub**. This is used in forming the following plurals: **đyuɍ (đaɍ), byut (bit), žyub (žib), ktub (ktab).** In the first three cases a **y** is inserted at the space of the **t** in the pattern, so as the second radical. That is because these words do in fact have a second radical, but this radical sometimes appears as a vowel. This can happen if the second radical is a **y** or a **w**.

Another common plural form is ℗**ktateb**, like in the following plurals: **mđaɍeꞩ (međɍaꞩa), knaneš (kŭnnaš), brared (berrad), mwagen (magana).**

The fact that the **t** occurs twice in this pattern doesn't mean the second radical has to appear twice. The pattern Ⓟ**ktateb** only indicates how the word is formed from vowels and consonants.

Some irregular plurals have something added after the last letter of the singular form, like the plurals which are formed following the pattern Ⓟ**ktabi: ŧbali (ŧebla), znaqi (zenqa), žrabi (žeŕbiya).**

Another pattern like that is Ⓟ**kiban.**† This is used forming the plurals: **kiŕan (kaŕ), biban (bab) and kisan (kas).**

†This pattern only mentions two of the three example radicals ®**k**, ®**t** and ®**b**, because it is a pattern for so-called 'weak roots' that only have two consonants. The third radical is a vowel. You will learn more about this in Lesson 48.

The way the irregular plurals are formed is unpredictable, because there is no one-to-one relation between singular and plural patterns. Words which have the same singular pattern may get different plural patterns.

đaŕ (Ⓟkab)	→	đyuŕ (Ⓟktub)
kaŕ (Ⓟkab)	→	kiŕan (Ⓟkiban)
ktab (Ⓟktab)	→	ktub (Ⓟktub)
ħmaŕ (Ⓟktab)	→	ħmiŕ (Ⓟktib)

And the other way round: plurals of the same pattern can have singulars of different patterns.

đyuŕ (Ⓟktub)	←	đaŕ (Ⓟkab)
ktub (Ⓟktub)	←	ktab (Ⓟktab)
bnat (Ⓟktab)	←	bent (Ⓟketb)
ržal (Ⓟktab)	←	ŕažel (Ⓟkateb)

Nor can you state that a particular pattern is either a singular or a plural pattern. The pattern Ⓟktab you have seen in singulars (ktab, ħmaŕ) as well as in plurals (bnat, ržal).

The definite article is placed before the plural, in the same way as you would with a singular form.

biban	l-biban	bnat	le-bnat
kisan	l-kisan	byut	le-byut

đyuɍ	đ-đyuɍ	ržal	r-ržal
znaqi	z-znaqi	swaret	s-swaret

There are many patterns (around 40) for irregular plurals; the most common are:

ktateb

ktab

ktabi

ktub

Exercise 28.a

Give the singular and the plural forms of the words given in English.

Example

given room

you bit – byut

1 boy
2 room
3 notebook
4 glass
5 donkey
6 teapot
7 bag
8 dog

Now put the article before the singular and plural forms.

Example

given house

you đ-đaɍ – đ-đyuɍ

9 man
10 school
11 street
12 door
13 carpet
14 book
15 girl
16 house

Exercise 28.b

Give the plurals of words 1–12 and state which of the plural patterns a to e each one is.

a ℗ktateb b ℗ktub c ℗ktab d ℗kiban e ℗ktabi

Example

singular	plural	plural pattern
kas	l-kisan	**d**
sarut	s-swaret	**a**

	singular	***plural***	***plural pattern***
1	ktab	________	________________
2	ŧebla	________	________________
3	bent	________	________________
4	sarut	________	________________
5	đaɍ	________	________________
6	bab	________	________________
7	ƶeɍbiya	________	________________
8	magana	________	________________
9	ɍažel	________	________________
10	zenqa	________	________________
11	kaɍ	________	________________
12	međɍaꞩa	________	________________

Lesson 29

Regular plurals and plurals of adjectives

Plurals can be regular as well. There are masculine and feminine regular plurals.

Masculine regular plurals

These are most common for adjectives, and for nouns starting with **m**. These are made by placing the ending **–in** after the singular form:

muɛellim	muɛellimin	teachers
mweđđaf	mweđđafin	civil servants

Feminine regular plurals

A **t** is added to the vowel a forming the ending of feminine words. So the plural will end on **–at**.

baliza	balizat	suitcases
busŧa	busŧat	

Other feminine words (those not ending in a) and some masculine words (like loan words from other languages) also get the plural ending **–at**.

ŧumubil ♀	ŧumubilat
fraš ♂	frašat

Plurals of adjectives

Some adjectives have regular plurals, which are made by placing the ending **–in** after the singular, in the same way as the masculine nouns above.

This is most common in adjectives beginning with m, or ending on **–an**, but other adjectives can have a regular plural as well.

mezyan	mezyanin
mešdud	mešdudin
meħlul	meħlulin
mwessex	mwessxin†
feɍħan	feɍħanin
ɛeyyan	ɛeyyanin
g̶ali	g̶alyin††

†You will understand that the last unstable vowel **e** in **mwessex** gets omitted if the plural ending containing the stable vowel **i** is put after it.

††Like in the feminine form of **ḡali (ḡalya)**, the final vowel **i** changes into a **y** in the plural form: **ḡali + -in → ḡalyin**.

However, many adjectives have irregular plurals, formed in the same way as we described in Lesson 28 for nouns.

s̶g̶iɍ	Ⓟktib	s̶g̶aɍ	Ⓟktab
kbir	Ⓟktib	k̂baɍ	Ⓟktab
ždid	Ⓟktib	ždad	Ⓟktab
ɍxis̶	Ⓟktib	ɍxas̶	Ⓟktab
kħel	Ⓟkteb	kuħel	Ⓟkuteb
byeđ	Ⓟkteb	buyeđ	Ⓟkuteb

Earlier you have learnt there is agreement between the adjective and the noun it belongs to in gender (masculine or feminine) and definiteness (definite or indefinite).

Now that we are talking about the plurals, you won't be surprised that adjectives also conform to the nouns in number (singular or plural). So a plural form of a noun will be followed by a plural form of an adjective.

wlad feɍħanin . . .	glad boys
ɍžal mɍađ . . .	ill men
swaret ždad . . .	new keys

Some Moroccans do not distinguish between masculine and feminine when using the plural. So they use the masculine plural form of the adjective when following both masculine and feminine plural nouns. So they would also say:

bnat feṙħanin . . .   glad girls

ɛyalat mṙađ . . .†   ill women

đyuṙ ždad . . .   new houses

†**ɛyalat** is the very irregular plural of the singular **mṙa.** In fact **ɛyalat** has an entirely different root than **mṙa**.

Other Moroccans *do* distinguish between the genders when forming adjective plurals. They use a separate feminine plural with adjectives modifying plural *feminine 'personal' nouns*. That is, plural nouns referring to female persons: women, girls, (female) teachers, etc.

This feminine plural is the regular feminine plural, formed by putting **-at** after the singular.

mṙiđ – mṙiđat   feṙħan – feṙħanat

So from these Moroccan speakers you can expect for the first two examples from the last set:

bnat feṙħanat . . .   glad girls

ɛyalat mṙiđat . . .   ill women

However, for non-personal plural nouns (both masculine and feminine), all Moroccans use the masculine plural:

đyuṙ ždad

mđaṙes̶ ždad

There is agreement between the adjective and the noun it belongs to in gender, number and definiteness:

đyuṙ k̂baṙ . . .   đ-đyuṙ le-k̂baṙ . . .

byut s̶g̶aṙ . . .   le-byut s̶-s̶g̶aṙ . . .

bnat mṙađ . . .   le-bnat le-mṙađ . . .

Do you know how the two examples below are different?

đyuṙ k̂baṙ

đ-đyuṙ k̂baṙ

If the difference isn't clear to you, check Lesson 3 again.

Here we introduce the symbol for mwessex (dirty): 

(The hand is dirty, but other things can be dirty as well.)

Exercise 29.a

Give the singular and plural forms of these adjectives.

Example

given	glad
you	feřħan – feřħanin

1	new	6	cheap
2	closed	7	tires
3	white	8	dirty
4	good	9	open
5	expensive	10	black

Lesson 30

Adjectives with plural nouns

In Lessons 30 to 39 we will once again go through and apply all grammar rules discussed so far, but now for the plurals. So these lessons can partly be seen as a repetition.

There is agreement in gender and number between an adjective and the noun it belongs to; also when the adjective is the predicate.

r-ržal k̂baɍ.	The men <are> big/old.
le-wlad mɍađ.	The boys <are> ill.
le-bnat feɍħanin/feɍħanat.	56 ______________.
s-swaret qdam.	57 ______________.
l-biban meħlulin.	58 ______________.
z-znaqi sġaɍ.	59 ______________.

You can make a yes/no question by placing 60 ________ at the beginning of the sentence. Finish the sentences below.

61 waš ______________?	<Are> the men old?
62 ______________?	<Are> the girls glad?
63 ______________?	<Are> the doors open?

These sentences you make negative using **ma-ši**. Finish the sentences below.

64 ________ ma-ši ________.	The boys <are> not ill.
65 ________ ma-ši ________.	The keys <are> not old.
66 ________ ma-ši ________.	The streets <are> not closed.

Exercise 30.a

Make the following sentences plural.

Example

given l-kaɍ ždid

you l-kiɍan ždad

1 l-weld feɍħan
2 l-magana qdima
3 l-bit ꞩǥiɍ
4 ž-žib kbir
5 ŧ-ŧebla mwessxa
6 s-sarut ždid
7 l-kŭnnaš byeđ
8 ɍ-ɍažel εeyyan
9 l-berrad ɍxiꞩ
10 l-bent mɍiđ

Exercise 30.b

Write short sentences using the pictures. Two pictures indicate a plural.

Example

given 

note buses – new

you kiɍan ždad

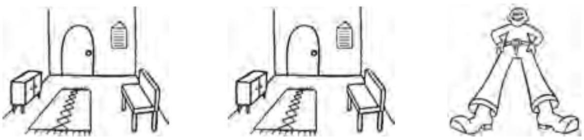
1 

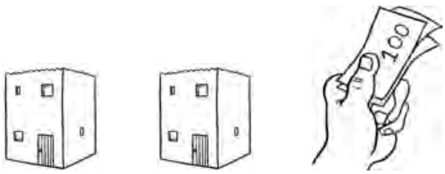
2 

3 

4 

5 

6 

7 

8 

Exercise 30.c

Write nominal sentences by choosing the right attribute and adding the definite article.

Example

given ŧbali (ɍxis̶, feɍħanin, g̶alyin)

you ŧ-ŧbali g̶alyin.

1 bnat (mɍiđa, ɍxas̶, mɍađ)

2 swaret (feɍħanin, s̶g̶aɍ, mešdudin)

3 kisan (ždida, qdam, le-qdim)

4 znaqi (meħlulin, kbira, ɍxas̶)

5 ržal (g̶alyin, ɛeyyanin, mešdudin)

6 đyuɍ (ldida, mešduda, buyeđ)

7 ƶɍabi (g̶alya, ldida, mwessxin)

8 byut (k̂baɍ, kbira, feɍħanin)

Lesson 31

Sentences with two adjectives

If a sentence contains two plural adjectives (one being part of the subject and one being the predicate), nothing unexpected happens.

đ-đyuɍ s̶-s̶ǥaɍ ǥalyin.	The small houses <are> expensive.
le-bnat le-mɍađ $_{67}$ __________.	The ill girls <are> small.
le-byut $_{68}$ ____________________.	The small rooms <are> dirty.

These sentences can be made negative in the way we have seen.

đ-đyuɍ s̶-s̶ǥaɍ ma-ši ǥalyin.	The small houses <are> not expensive.
le-bnat $_{69}$ __________ ma-ši ________.	The ill girls <are> not small.
le-byut $_{70}$ __________ ma-ši ________.	The small rooms <are> not dirty.

Exercise 31.a

In each of the sentences below you should add a new word and omit an old word. The new word is given in English.

The word to be replaced keeps moving one place to the right.

Example

	le-bnat le-k̑baɍ feɍħanin.
boys	<u>le-wlad</u> le-k̑baɍ feɍħanin.
small	le-wlad <u>s̶-s̶ǥaɍ</u> feɍħanin.
ill	le-wlad s̶-s̶ǥaɍ <u>mɍađ</u>.

1 le-wlad s̶-s̶g̶aɍ mɍađ.

2 men __________________

3 old/big __________________

4 glad __________________

5 girls __________________

6 young/small __________________

7 ill __________________

Exercise 31.b

Create correct sentences by putting the words underneath in the right order. Then translate those sentences.

1 s̶-s̶g̶aɍ / le-bnat / mwessxin / waš

2 le-k̂baɍ / ma-ši / r-ržal / ɛeyyanin

3 l-meŝdudin / l-biban / kuħel

4 g̶alyin / le-mwagen / waš / l-mezyanin

5 ž-ždad / l-kiɍan / g̶alyin

6 ŧ-ŧbali / ždad / ma-ši

Lesson 32

Presenting plural things

hada and **hadi** are used to present singular things. For plurals, you use **hadu**.

hadu ržal.	These <are> men.
hadu kisan.	These <are> glasses.
hadu mwagen.	These <are> watches.

Those sentences can also be made into questions:

waš 71 ________________?	<Are> these men?
72 ____________________?	<Are> these glasses?
73 ____________________?	<Are> these watches?

The noun presented may also have an adjective:

hadu knaneš mezyanin.	These <are> good notebooks.
hadu 74 ________________.	These <are> new schools.
75 ____________________.	These <are> expensive carpets.

And you are already familiar with the way to make these sentences negative:

hadu ma-ši ŧbali.	These <are> not tables.
______ ma-ši 76 ____________.	These <are> not books.
77 ________ kiɍan mezyanin.	These <are> not good buses.
78 ________________________.	These <are> not glad men.

Like **hada/hadi, hadu** may be followed by just an adjective:

hadu mezyanin.	These <are> good.
hadu ma-ši g̶alyin.	These <are> not expensive.
waš hadu ždad?	<Are> these new?

Exercise 32.a

Write three sentences for each of the pictures given, like in the example below:

given 

you hadu swaret
s-swaret qdam
hadu swaret qdam

1 

2 

3 

4 

5 

6 

Exercise 32.b

Each set of pictures is followed by two questions. Answer those questions.

Example



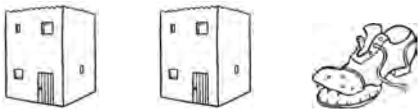
given	
given	waš hadu đyuɍ?
you	la, hadu ma-ši đyuɍ, hadu kiɍan.
given	waš l-kiɍan ǥalyin?
you	la, l-kiɍan ma-ši ǥalyin, l-kiɍan ɍxaꞩ.

1 

waš hadu ɛyalat? waš le-ɛyalat feɍħanin?

2 

waš hadu znaqi? waš ƶ-ƶɍabi kuħel?

3 

waš hadu đyuɍ? waš đ-đyuɍ ždad?

4 

waš hadu ħmir? waš le-wlad ɛeyyanin?

5 

waš hadu kisan? waš l-biban mesdudin?

6 

waš hadu žyub? waš s-swaret ꞩgaɍ?

Lesson 33

Plural personal pronouns

huwa and **hiya** refer to singular objects or people. To refer to plural objects or people, you use **huma**.

r-ržal mɍađ.	huma mɍađ.	They <are> ill.
le-wlad ma-ši feɍħanin.	huma ma-ši feɍħanin.	They <are> not glad.
le-wlad u le-bnat ɛeyyanin.	huma ɛeyyanin.	They <are> tired.
le-ktub ǥalyin.	huma ǥalyin.	They <are> expensive.
đ-đyuɍ ma-ši ɍxaꞩ.	huma ma-ši ɍxaꞩ.	They <are> not cheap.

huma can be used for masculine, feminine and mixed plurals.

To complete the list of personal pronouns, we introduce here as well **ħna** (we) and **ntuma** (you, plural). These two forms can also be used for either gender or for mixed company.

Obviously a predicate following these personal pronouns will be plural:

ħna feɍħanin.	We <are> glad.
waš ntuma [79] ________?	<Are> you tired?
huma ma-ši [80] ________.	They <are> not ill.

To summarise, here is the complete list of personal pronouns:

	singular		*plural*	
first	ana	I	ħna	we
second	nta	you ♂	ntuma	you

	nti	you ♀		
third	huwa	he	huma	they
	hiya	she		

Exercise 33.a

Answer the following questions. Use the English word given and replace the subject of the question by **huma**.

Example

given	fayn l-kiran?	(street)
you	huma fe-z-zenqa.	
1	fayn le-ktub?	(bag)
2	fayn le-mwagen?	(pocket)
3	fayn r-ržal?	(shop)
4	fayn le-byut?	(ground floor)
5	fayn l-kiɍan?	(street)
6	fayn ŧ-ŧbali?	(room)

Exercise 33.b

Turn the statement into a question and put the subject at the front.

Example

statement	ƶ-ƶɍabi le-k̂baɍ mezyanin.
question	ƶ-ƶɍabi le-k̂baɍ, waš huma mezyanin?

1 le-bnat ꞩ-ꞩǥaɍ fe-l-buꞩŧa.

2 l-kisan ž-ždad ǥalyin.

3 le-klab le-k̂baɍ mwessxin.

4 le-ɛyalat l-ɛeyyanin mɍađ.

5 le-mđaɍeꞩ le-qdam f-le-mdina.

6 đ-đyuɍ l-mezyanin ɍxaꞩ.

Exercise 33.c

Answer the questions, using **ħna** (we). The pictures will guide you in formulating your answer.

Example



question **waš ntuma ɛeyyanin?**
answer **la, ħna ma-ši ɛeyyanin, ħna mṟađ.**

1 waš ntuma feɍħanin? 

2 waš ntuma ɛeyyanin? 

3 waš ntuma mɍađ? 

4 waš ntuma sǥaɍ? 

5 waš ntuma ħzan? 

6 waš ntuma mɍađ? 

7 waš ntuma feɍħanin? 

8 waš ntuma ħzan? 

Lesson 34

Plural forms of the verb 'to see'

These are the conjugations of the verb 'to see' that you have learnt so far:

(ana) ka-nšuf

(nta) ka-tšuf

(nti) ka-tšufi

Here are the remaining forms:

(huwa) ka-yšuf.	He sees.
(hiya) ka-tšuf.	She sees.
(ħna) ka-nšufu.	We see.
(ntuma) ka-tšufu.	You see.
(huma) ka-yšufu.	They see.

You can negate all these forms by placing **ma-. . .-š** on either side of the verb:

ma-ka-nšufu-š r-ržal le-k̂baɍ.	We don't see the old men.
ma-ka-tšufu-š l-kiɍan ž-ždad	You don't see the new buses.

Here we also introduce some irregular plurals not mentioned before:

ħewli	ħwala	sheep
kŭrsi	krasa	chairs
ħanut	ħwanet	shops
blad	bŭldan	countries

kebbuŧ	kbabeŧ	coats
mdina	mdun	cities
qađi	quđat	judges
qehwa	qhawi	cafés
žellaba	žlaleb	jellabas

Exercise 34.a

In addition to **sidi** for 'sir' and **lalla** for 'madam' you can use:

a r-ržal!	gentlemen!
a lalliyat-i	ladies!

Now ask a group of gentlemen or ladies if they see certain objects. Then give an affirmative answer to your question using ħna (we).

Example

given	Ask the gentlemen if they see the sheep.
you, question	a r-ržal, waš ka-tšufu le-ħwala?
you, answer	iyeh, ka-nšufu le-ħwala.

1 Ask the gentlemen if they see the chairs.
2 Ask the gentlemen if they see the women.
3 Ask the gentlemen if they see the cafés.
4 Ask the gentlemen if they see the jellabas.
5 Ask the ladies if they see the shops.
6 Ask the ladies if they see the coats.
7 Ask the ladies if they see the sheep.

Exercise 34.b

Ask the person given if they see the objects pictured.

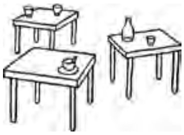
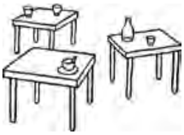
Example

given ržal  

note Directed at gentlemen, chairs (Gentlemen, do you see the chairs?)

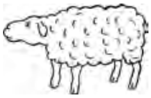
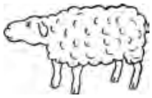
question a r-ržal, waš ka-tšufu le-krasa?

1 le-ɛyalat  

2 ħmed u faŧima  

3 xadiža  

4 musŧafa u ħmed  

5 r-ržal  

6 le-mɍa  

7 ɛayša u faṭima  

8 le-ɛyalat  

Lesson 35

Plural suffixes

To answer a question like 'Do you see . . .?', you could repeat that which you see (the object) in its entirety.

waš ka-tšufu le-bnat ꞩ-ꞩǥaɍ?	Do you see the small girls?
iyeh, ka-nšufu le-bnat ꞩ-ꞩǥaɍ.	Yes, we see the small girls.

But you can also make your answer shorter, using a suffix:

waš ka-tšufu đ-đaɍ?	Do you see the house?
iyeh, ka-nšufu-ha.	Yes, we see her.

The suffix for plural objects is **-hŭm**.

waš ka-tšufu đ-đyuɍ?	Do you see the houses?
iyeh, ka-nšufu-hŭm.	Yes, we see them.
waš ka-tšuf le-ħwala l-buyeđ?	Do you see the white sheep?
iyeh, [81] ____________________.	Yes, I see them.

This suffix is part of the verb, so the negation goes on either side of it.

waš ka-tšufu đ-đyuɍ?	
la, ma-ka-nšufu-hŭm-š.	No, we don't see them.
waš ka-tšuf le-ħwala l-buyeđ?	
la, ma- [82] ____________________.	No, I don't see them.

In Lesson 17 you have learnt the suffix for 'him'. That was **-u**. However, this suffix has another form, which it takes if the verb ends in a vowel. In that case, it is not **-u**, but the alternative form **-h**. This is important for the plurals of the verb, because they all end in **-u**.

waš ka-tšufu ɍ-ɍažel?	Do you see the man?
iyeh, ka-nšufu-h.	Yes, we see him.
ana ka-nšuf waħed ɍ-ɍažel,	I see a man, and you,
u ntuma, waš ka-tšufu-h?	do you see him?
la, ma-[83] _________________.	No, we don't see him.

This same **-h** is used after the **i** of **ka-tšufi:**

ana ka-nšuf l-kelb le-byeđ u nti, waš ka-tšufi-h?

I see the white dog, and you, do you see him?

ana ka-nšuf l-ħewli le-byeđ walakin nti ma- [84] _________________.

I see the white sheep, but you don't see it.

The suffix **-ek** has another form when it follows a vowel as well. This form is **-k**.

ka-nšuf-ek.	I see you.
ka-nšufu-k.	We see you.

Exercise 35.a

On the lines, fill in conjugations of the verb 'to see', where necessary followed by one of the suffixes **-u/-h**, **-ha** or **-hŭm**. You only need to add a suffix where the long line is interrupted by a dash.

ħmed	a faŧima, ana _________ waħed l-weld kbir, waš _________-___?
faŧima	la, _________-___.
ħmed	u ntuma a r-ržal, waš _________ l-weld le-kbir?
musŧafa	la, _________-___, fayn huwa?
ħmed	waš _________ ŧ-ŧumubil l-beyđa?
	ana _________-___ ħda dik ŧ-ŧumubil.

fatima a r-ržal, le-ħwala l-kuħel, waš ________-___?

ɛli la, ________-___, ________ ǥir le-ħwala l-buyeđ.

faŧima le-ħwala l-kuħel ħda-hŭm a r-ržal.

waš ________ dik đ-đaɍ ꞩ-ꞩǥiɍa?

ɛli iyeh, ________-___.

faŧima muɍa-ha (= behind her) ________-___.

daba ________-___ ya-k? (= isn't it?)

ɛli iyeh, daba ________-___, žuž d-le-ħwala kuħel.

(= two black sheep)

Exercise 35.b

Answer the following questions. Start your answer with the object of the sentence. After each question, **iyeh/la** will tell you if you need to give an affirmative or a negative answer.

Example

given a lalla, waš ka-tšufi le-bnat? (la)

you la, le-bnat, ma-ka-nšuf-hŭm-š.

1 a ħmed, waš ka-tšuf l-quđat? (iyeh)

2 a sidi, waš ka-tšuf l-berrad? (la)

3 a r-ržal, waš ka-tšufu l-kelb? (la)

4 a lalla, waš ka-tšufi ŧ-ŧebla? (iyeh)

5 a lalliyat-i, waš ka-tšufu l-ħewli? (la)

6 a faŧima, waš ka-tšufi ƶ-ƶeɍbiya? (iyeh)

Lesson 36

Suffixes for 'us' and 'you'

So far you have learnt the suffixes **-ni, -ek, -u/-h, -ha, -hŭm**. The only suffixes missing are the ones for 'us' and 'you (plural)'. Those are **-na** and **-kŭm:**

a mħemmed, waš ka-tšuf-na?	Hey Muhammad, do you see us?
iyeh, ka-nšuf-kŭm.	Yes, I see you.
la, ma-ka-nšuf-kŭm-š.	No, I don't see you.
a ħmed u faṭima, waš ka-tšufu-na?	Hey Ahmed and Fatima, do you see us?
iyeh, [85] ________________	Yes, we see you.
la, ma- [86] ________________	No, we don't see you.

Here is an overview of all personal pronouns and all suffixes:

personal pronoun		*suffix*	
subject		*object*	
ana	I	-ni	me
nta	you♂	-ek/-k	you♂
nti	you♀	-ek/-k	you♀
huwa	he	-u/-h	him
hiya	she	-ha	her
ħna	we	-na	us
ntuma	you (plural)	-kŭm	you (plural)
huma	they	-hŭm	them

Exercise 36.a

On the lines, fill in conjugations of the verb 'to see', where necessary followed by a suffix.

ħmed	a sidi, waš ka-tšuf le-krasa?
musŧafa	iyeh, _________________-____.
ħmed	u ħna a sidi, waš __________-___?
musŧafa	la, ntuma, _________________-____.
mħemmed	a ɛayša, waš ka-tšufi l-kaɍ?
ɛayša	iyeh, _________________-____.
mħemmed	ħna fe-l-kaɍ, waš _________-___?
ɛayša	la, _________________-____.
mħemmed	dak ɍ-ɍažel le-kbir, waš _________-___?
ɛayša	iyeh, _________________-____.
mħemmed	ħna galsin (= are sitting) ħda dak ɍ-ɍažel.
ɛayša	iyeh, daba _________________-____.

Exercise 36.b

In the sentences below, make the subject and the object plural, then put the object at the beginning of the sentence.

Example

given	ka-nšuf le-mɍa.
you, 1	ka-nšufu le-ɛyalat.
you, 2	le-ɛyalat, ka-nšufu-hŭm.

1 nti ma-ka-tšufi-š l-berrad ž-ždid.

2 a lalla, waš ka-tšufi-ni?

3 ka-nšuf-ek.

4 a sidi, waš ka-tšuf l-kaɍ?

5 ma-ka-nšuf-š s-sarut le-kbir.

6 a lalla, waš ka-tšufi l-kelb?

Lesson 37

Plural imperative

The imperative directed at several people is derived from the verb conjugation **ka-tšufu** and is formed (like the singular) by omitting the prefix **ka-** and the **t**:

šufu! Look! (to several people)

Exercise 37.a

Tell the people mentioned to look at the object pictured.

The symbol for 'that/those' is .

The hand is pointing at a faraway tree.

Example

given r-ržal  

note Gentlemen, that bus (Gentlemen, look at that bus!)

you a r-ržal, šufu dak l-kaɍ!

1 ħmed u ɛayša,  

2 mħemmed u musŧafa, 

3 le-ɛyalat, 

4 r-ržal, 

5 xadiža u faŧima, 

6 le-ɛyalat, 

Exercise 37.b

On the lines, fill in: **šuf, šufi** of **šufu.**

1 a ħmed, ________ dak l-kaɍ le-kbir!

2 a lalliyat-i, ________ dik l-bent ꞩ-ꞩǥiɍa!

3 a musŧafa u ħmed, ________ dik ŧ-ŧumubil ž-ždida!

4 a faŧima, ________ had l-kŭrsi ž-ždid!

5 a faŧima u xadiža, ________ dik le-mɍa!

6 a r-ržal, ________ had l-ħewli le-kbir!

7 a sidi, ________ le-byut le-mwessxin!

8 a lalla, ________ le-knaneš ž-ždad!

Lesson 38

Plural demonstratives

You have already learnt the demonstrative for objects near the speaker ('this'):

had ꝛ-ꝛažel	this man
had 87 __________	this woman

This same form **had** is also used for the plural 'these'.

had r-ržal	these men
had 88 ______________	these girls
89 __________________	these doors

However, the demonstrative for objects far away from the speaker does get different forms.

'That' has two forms, for masculine and feminine:

dak ꝛ-ꝛažel	that man
90 __________________	that bus
dik le-mꝛa	that woman
91 __________________	that car

And for the plural 'those', you use **duk**.

duk r-ržal	those men
duk 92 ______________	those buses
93 __________________	those cars

In the overview below you will find all demonstrative adjectives:

	near the speaker	*far away from the speaker*
masculine	had	dak (or hadak)
feminine	had	dik (or hadik)
plural	had	duk (or haduk)

Exercise 38.a

Make the following sentences or parts of sentences plural.

Example

given had ɍ-ɍažel mɍiđ.

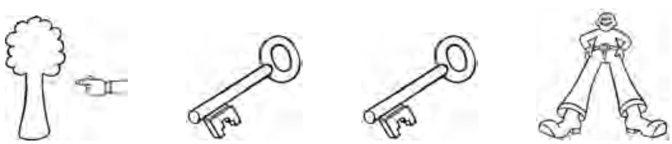
you had r-ržal mɍađ.

1 had l-weld le-mɍiđ . . .
2 had đ-đaɍ beyđa.
3 dak le-ħmaɍ le-kbir . . .
4 dik l-magana ǥalya.
5 had ŧ-ŧebla le-qdima . . .
6 dik z-zenqa s̶-s̶ǥiɍa . . .
7 dak l-bab meħlul.
8 had le-blad mezyana.

Exercise 38.b

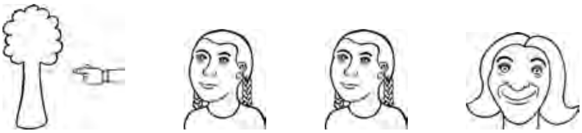
Write a sentence using the pictures. Then respond to this to say that the statement is incorrect (the object mentioned does not have the attribute mentioned).

Example

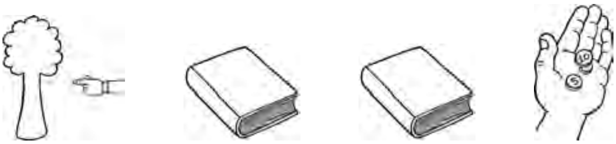
given 

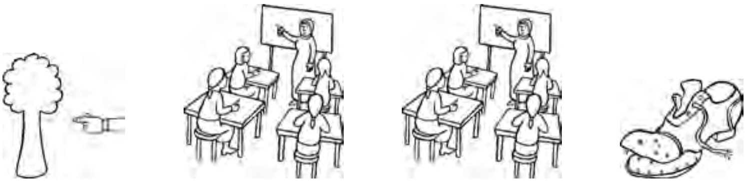
you, 1 had s-swaret k̑baɍ.

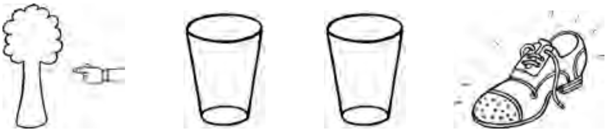
you, 2 duk s-swaret ma-ši k̑baɍ.

1 

2 

3 

4 

5 

6 

Lesson 39

Plural forms of the verb 'to have'

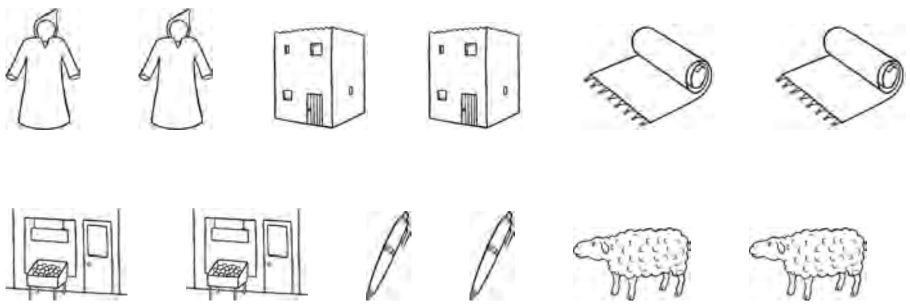
'To have' is expressed in the same way in the plural as in the singular.

ɛend-na waħed l-kaɍ qdim.	We have an old bus.
waš ɛend-kǔm ktub?	Do you have books?
ma-ɛend-hǔm-š ƶɍabi.	They don't have carpets.

You see that the three plural suffixes don't get a different form when following a preposition.

Exercise 39.a

You and a few other people own the objects pictured. Now answer the questions.



1 waš ɛend-kǔm brared?
2 waš ɛend-kǔm ħwala?
3 waš ɛend-kǔm ħwanet?
4 waš ɛend-kǔm swaret?
5 waš ɛend-kǔm žlaleb?
6 waš ɛend-kǔm krasa?
7 waš ɛend-kǔm ƶɍabi?

Exercise 39.b

Give a negative answer to the following questions, using the first person (**ana** or **ħna**). Start your answer with the object asked about.

Example

given	waš εend-ek ŧbali?
you	la, ŧbali ma-εend-i-š.

1 a r-ržal, waš εend-kŭm brared?

2 a lalla, waš εend-ek knaneš?

3 a ħmed u dris, waš εend-kŭm wlad?

4 a lalliyat-i, waš εend-kŭm wlad?

5 a sidi, waš εend-ek žlaleb?

6 a ħmed u εayša, waš εend-kŭm bnat?

Lesson 40

Possessive pronouns

To express a possessive pronoun (my, your, etc.), you usually use the preposition **dyal**, meaning 'of', followed by a suffix:

le-ktab dyal-i.	the book of me, my book / The book belongs to me.
l-kŭnnaš dyal- 94 ________	your notebook / The notebook belongs to you.
s-stilu 95 ________	his pen / The pen belongs to him.
96 ________	her bag / The bag belongs to her.

You see that the noun before dyal must be definite. And as you can see, the four examples given above can each have two meanings. The first one is a single sentence constituent.

The second meaning is a complete sentence: The book <is> mine (belongs to me), etc. In this case **dyal** and the suffix form the predicate, and the noun forms the subject of the sentence.

The sentences below have a definite predicate. This is something you haven't seen before, but it is perfectly acceptable.

hada s-stilu dyal-i.	This <is> my pen.
hadi đ-đaɍ dyal-ek.	This <is> your house.

Exercise 40.a

Answer the question 'Do you have a . . .?', giving the answer 'Yes, this is my . . . (the . . . of me)'

Example

given	waš ɛend-ek stilu?
you	iyeh, hada s-stilu dyal-i.

1 waš ɛend-u bent?
2 waš ɛend-ek sarut?
3 waš ɛend-ek kŭrsi?
4 waš ɛend-ha ƶeɍbiya?
5 waš ɛend-u meɛza?
6 waš ɛend-ha žellaba?

Exercise 40.b

Answer the question 'Where is your . . .?', giving the answer 'A . . . I don't have (we don't have)'.

Example

given fayn s-sarut dyal-ek?

you sarut, ma-ɛend-i-š.

1 fayn l-magana dyal-ek?
2 fayn l-kaɍ dyal-kŭm?
3 fayn ŧ-ŧumubil dyal-kŭm?
4 fayn ŧ-ŧebla dyal-ek?
5 fayn đ-đaɍ dyal-ek?
6 fayn l-kas dyal-kŭm?
7 fayn le-ktab dyal-ek?
8 fayn l-ħanut dyal-kŭm?

Lesson 41

More on the possessive pronouns

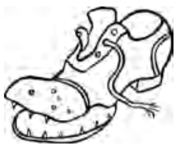
The difference between the two meanings of **s-stilu dyal-u** as mentioned in the previous lesson will become clearer if you negate both different meanings.

s-stilu dyal-u . . .	His pen <is> . . .
s-stilu dyal-u *ma-ši* . . .	His pen <is> not . . .
s-stilu dyal-u.	The pen <is> his (belongs to him).
s-stilu *ma-ši* dyal-u.	The pen <is> not his (doesn't belong to him).

Exercise 41.a

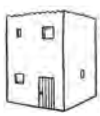
Answer the questions using the pictures.

Example

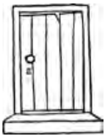
given  

given waš le-ktab dyal-ek ždid?

you la, le-ktab dyal-i ma-ši ždid, huwa qdim.

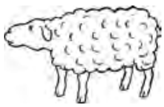
1 waš đ-đaɍ dyal-ek g̱alya?  

2 waš l-kaɍ dyal-u ždid?  

3 waš l-bab dyal-ha mesdud?  

4 waš l-weld dyal-ek mɍiđ?  

5 waš ŧ-ŧumubil dyal-ha mezyana?  

6 waš l-ħewli dyal-u kbir?  

Exercise 41.b

Answer the questions, sometimes in the affirmative, sometimes in the negative, as indicated.

Example

given waš had le-ktab dyal-ek? (iyeh)

you iyeh, hada dyal-i.

given waš had ŧ-ŧumubil dyal-u? (la)

you la, hadi ma-ši dyal-u.

1 waš had š-škara dyal-u? (iyeh)

2 waš had s-stilu dyal-ek? (la)

3 waš had l-qehwa dyal-na? (la)

4 waš had l-berrad dyal-ek? (iyeh)

5 waš had l-kelb dyal-hŭm? (la)

6 waš had l-kebbuŧ dyal-ha? (iyeh)

7 waš had s-swaret dyal-kŭm? (iyeh)

8 waš had le-klab dyal-hŭm? (la)

Exercise 41.c

Someone presents something ('This is a . . .'). Respond by saying that the object in question is yours ('This . . . belongs to me').

Example

given hadi ŧumubil qdima.

you had ŧ-ŧumubil dyal-i.

1 hada fraš ždid.

2 hadi hdiya ǥalya.

3 hadi međŧasa kbira.

4 hadu knaneš xawyin.

5 hadi blad mezyana.

6 hada ktab ždid.

7 hadu ħwala k̂baŧ.

8 hada bit mezyan.

Personal identification

Lesson 42

My name is Muhammad, I am 28 years old

In the sound file you will hear the story of a Moroccan couple living in the UK. Listen to the text a few times before reading along with it in the book. Try to understand as much of what they are saying as possible.

ɍ-ɍažel: ana smiyt-i mħemmed, ana meǥribi. ɛend-i tmenya u ɛešɍin sana. ana saken fe-l-ingliz mɛa mɍat-i. ɛend-i tlata dyal d-drari. huma saknin mɛa-na f-had le-blad.

le-mɍa: ana smiyt-i faŧima, ana meǥribiya. ɛend-i setta u ɛešɍin sana. ana sakna fe-l-ingliz mɛa ɍažl-i u mɛa d-drari dyal-na. ɍažl-i ta-yexdem f-waħed l-fabrika.

Vocabulary

smiyt-i	My name
smiyt-i mħemmed.	My name <is> Muhammad.
meǥribi	Moroccan man; Moroccan ♂
ɛešɍin	twenty
tmenya u ɛešɍin	twenty-eight
sana	year
saken	living
mɛa	with
drari	children
meǥribiya	Moroccan woman; Moroccan ♀
ta-yexdem	he works
fabrika	factory

Explanation

42.a Kinship terms

In **ṛažl-i** (my husband) the suffix **-i** immediately follows the noun. You don't need to use the preposition **dyal**. You can do this with a small amount of nouns, for example nouns indicating kinship:

ṛ-ṛažel	→	ṛažl-i	my husband
l-weld	→	weld-i	my son
l-bent	→	1 ________	my daughter

If a word ends in **a**, this **a** changes into a **t** when followed by a suffix**:**

ɛa'ǐla + i	→	ɛa'ǐlt-i	my family
smiya + i	→	2 ________	my name

mṛat-i is an exception to this rule: the **a** of **mṛa** doesn't change into **t**; but the **t** is put after the **a**:

le-mṛa	→	mṛat-i	my wife

Although sometimes you can hear **meṛt-i,** where the a has been changed into **-t.**

The above also applies to suffixes other than **-i:**

mṛat-ek 3 ________________

smiyt-u 4 ________________

ṛažel-ha 5 ________________

ɛa'ǐlt-na 6 ________________

weld-kŭm 7 ________________

bent-hŭm 8 ________________

It is, however, also correct to use the preposition **dyal** in the examples above**:**

le-mṛa dyal-i	my wife
9 ________ dyal-___	your son
10 ________________	her daughter

Note that in **ṛ-ṛažel dyal-ha** you must use the article, and in **ṛažel-ha** you must not use it.

Exercises a and b deal with this.

42.b Numerals

You have learnt the numerals 1 to 10 in the section on phonetics. We will skip the numerals 11 to 19 for the moment. The numerals 20 to 99 are constructed differently from English numerals: first the unit, and then, after a conjunction, the ten:

waħed u ɛešṛin	twenty-one (lit: one-and-twenty)
tmenya u ɛešṛin	twenty-eight
tlata u tlatin	thirty-three

The compound numerals containing 2 as a unit are different. You cannot use **žuž** in a compound numeral, you should use **tnayn** instead:

tnayn u ɛešṛin	twenty-two
tnayn u tlatin	thirty-two

Things get a little more complicated if you want to add a noun to the numeral, to mention that which you have counted. There is a different rule for the numerals 2 to 10 combined with a noun than for the numerals from 11, and yet another one for the numerals from 20 onwards.

First we'll describe the rule for the numerals from 20 onwards, because this rule is easiest: After the numeral you place the singular noun.

You have seen this in the text, in the following examples:

tmenya u ɛešṛin sana

setta u ɛešṛin sana

'I am . . . years old' is expressed in Moroccan by **ɛend-i** . . . (I've got . . . years). This works the same for the other pronouns:

ɛend-ek waħed u tlatin sana.	You are 31 years old.
11 ________ xemsa u tlatin sana.	He is 35 years old.
12 __________________________sana.	She is 37 years old.

The rule for numerals 2 to 10 is slightly more complicated. In the text you have seen the example:

ɛend-i tlata dyal d-drari.

The rule is: after the numeral, place the preposition dyal followed by the plural noun, including the definite article. Schematically:

numeral	*dyal*	*article + plural noun*	
xemsa	dyal	ŧ-ŧumubilat	13 ________
14 ________	dyal	le-wlad	4 boys
15 ________	dyal	________	2 girls
16 ________	________	________	8 sheep

Sometimes you won't hear **dyal** but the shortened version **d(e)**. The rule is still the same, so the following sentence is also possible**: xemsa de-ŧ-ŧumubilat, žuž d-le-bnat.**

Exercises c, d, h and i deal with this.

42.c The participle saken

saken means 'living'. It is a participle form of the verb **sken**, meaning 'to live'. The participle is the subject complement in this sentence, though of course it is rather like a verb in meaning. A participle conforms to the subject in gender (masculine/feminine) and number (singular/plural):

ana saken♂ – sakna♀	ħna saknin
nta saken	ntuma saknin
nti sakna	huma saknin
huwa saken	
hiya sakna	

So this is yet another way to express yourself in Moroccan without using an actual verb.

Exercises e, f and g deal with this.

Exercises

Exercise 42.a

Answer the questions using the pictures.

Example



given	**waš ɍažl-ek feɍħan?**
you	**iyeh, ɍažl-i feɍħan.**

1 waš mɍat-ek mɍiđa? 

2 waš bent-ek feɍħana? 

3 waš mɍat-u mɍiđa? 

4 waš ɍažel-ha mɍiđ? 

5 waš wlad-ek εeyyanin? 

6 waš bnat-ek mɍađ? 

Exercise 42.b

Below are some statements. You should formulate questions to verify the statement. In your question, use **be-ꞩ-ꞩɇħħ,** which means 'really?/!'.

Example

given	**l-weld dyal-ek mɍiđ.**
you	**waš weld-i mɍiđ be-ꞩ-ꞩɇħħ?**

1 l-bent dyal-i εeyyana.

2 le-mɍa dyal-u mɍiđa.

3 l-weld dyal-i kbir daba.

4 l-εa'ǐla dyal-ek fe-l-ingliz.

5 l-bent dyal-u fe-l-meǥrib.

6 ɍ-ɍažel dyal-ha meǥribi.

7 le-mɍa dyal-ek feɍħana.

8 l-εa'ǐla dyal-i kbira.

Exercise 42.c

Make sentences stating that the person given is x years old.

Example

given	**(ɍažl-i; 33)**
you	**ɍažl-i, εend-u tlata u tlatin sana.**

1 mɍat-u; 25

2 weld-i; 21

3 bent-ek; 32

4 ɍažl-i; 37

5 ana; 29

6 nti; 24

7 ɍažel-ha; 38

8 nta; 26

Exercise 42.d

You will be given some sums with numbers and pictures. Give the total of the sums – not just the number, but also the object in the picture.

Example

given **15 + 6**  **=**

you **waħed u ɛešɍin ɍažel**

1 14 + 12  =

2 19 + 18  =

3 14 + 15  =

4 11 + 13  =

5 20 + 15  =

6 10 + 13  =

7 25 + 13  =

Exercise 42.e

Give an affirmative answer to the questions.

Example

given **waš ɍažl-ek saken fe-l-ingliz?**

you **iyeh, ɍažl-i saken fe-l-ingliz.** or, better:

iyeh, huwa saken fe-l-ingliz.

1 waš d-drari dyal-kŭm saknin fe-l-ingliz?

2 waš ɍažel-ha saken fe-l-meǥrib?

3 waš mɍat-u sakna fe-l-meǥrib?

4 waš d-drari dyal-hŭm saknin fe-l-ingliz?

5 waš nta saken fe-l-ingliz?

Give a negative answer to the following questions.

Example

given **waš d-drari dyal-ek saknin fe-l-ingliz?**

you **la, d-drari dyal-i ma-saknin-š fe-l-ingliz.** or, better:

la, huma ma-saknin-š fe-l-ingliz.

6 waš nti sakna fe-l-ingliz mεa ɍažl-ek?

7 waš ɍažl-ek saken fe-l-meǥrib?

8 waš d-drari dyal-kŭm saknin mεa-kŭm?

9 waš mɍat-ek sakna mεa-k fe-l-ingliz?

10 waš ntuma saknin f-had le-blad?

Exercise 42.f

You have already seen the participle **saken;** here we introduce **gales** (sitting). Fill in a form of either of these two participles on the line.

1 ħna ________________ fe-l-ingliz.

2 mɍat-i ________________ fe-l-bit ꞩ-ꞩǥiɍ.

3 wlad-i ________________ mɛa-na fe-l-ingliz.

4 ɍažl-ek ________________ ɛel l-kŭrsi. (ɛel = op)

5 ɍažl-i ________________ fe-l-ingliz.

6 waš mɍat-ek ________________ fe-l-meǥrib?

7 ɍ-ɍažel le-kbir ________________ fe-z-zenqa.

8 d-drari ma- ________________-š ɛel le-krasa dyal-hŭm.

Exercise 42.g

Finish the overview below. Per row you use forms of the same participle. **naɛes** is a participle meaning ‘sleeping’.

1	ana saken	nti ________	r-ržal ________
2	l-weld gales	hiya ________	le-ɛyalat ________
3	d-drari naɛsin	nta ________	le-mɍa ________
4	nta gales	l-kelb ________	mɍat-i ________
5	bent-i sakna	ɍažel-ha ________	le-wlad ________
6	ana naɛsa	nti ________	ntuma ________

Exercise 42.h

Below are the names of 4 men and the amount of books each of them owns. Now answer the questions ‘who has got x books’ by saying ‘Y has got x books’. **škun lli** means ‘who’.

name	ħmed	dris	ɛebd s-slam	musŧafa
amount of books	2	6	3	5

Example

given **škun lli ɛend-u setta dyal le-ktub?**

note **Under dris is the information that he owns 6 books.**

you **dris ɛend-u setta dyal le-ktub.**

1 škun lli ɛend-u žuž dyal le-ktub?

2 škun lli ɛend-u xemsa dyal le-ktub?

3 škun lli ɛend-u tlata dyal le-ktub?

Here are some names of women and the amount of children each of them has.

name	ɛayša	xadiža	faŧima	naɛima
amount of children	6	2	1	3

4 škun lli ɛend-ha žuž dyal d-drari?

5 škun lli ɛend-ha tlata dyal d-drari?

6 škun lli ɛend-ha setta dyal d-drari?

Exercise 42.i

Finish the sentences. Use the number and noun given.

Example

given **dak ɾ-ɾažel ɛend-u ________________ (5; weld)**

you **dak ɾ-ɾažel ɛend-u xemsa dyal le-wlad.**

1 l-weld s̵-s̵giɾ ɛend-u ________________ (2; ktab)

2 mɾat-u ɛend-ha ________________ (6; bent)

3 ɾažl-i ɛend- ________________ (4; đaɾ)

4 weld-i ɛend- ________________ (8; ħewli)

5 dak ɾ-ɾažel ________________ (7; ŧumubil)

6 bent-ek ________________ (5; weld)

7 duk le-wlad ________________ (3; kŭnnaš)

8 ɛa'ĭlt-ek ________________ (8; ħmaɾ)

Lesson 43

I have been in the UK for 3 years

In the sound file you will hear the story of a Moroccan boy living in the UK with his family. Listen to the text a few times before reading along in the book. Try to understand as much of the content as possible.

l-weld:	hadi telt snin w-ana fe-l-ingliz. b̂b̂ a u m̂m̂-i saknin fe-l-ingliz, u ħetta xu-ya u x̂t-i saknin hnaya. xu-ya ɛend-u xems snin u x̂t-i ɛend-ha telt snin. b̂b̂a ɛend-u xu-h saken fe-l-ingliz mɛa mɍat-u. m̂m̂-i ma-ɛend-ha-š l-ɛa'ǐla dyal-ha hnaya. l-ɛa'ǐla dyal-ha sakna fe-l-meǥrib.

Vocabulary

hadi . . . u . . .	since . . ., . . .
telt snin	3 years
w-ana	the **w** is a variation of **u** (and) before a vowel
b̂b̂	my father ('my' is apparent from the absence of any suffix)
m̂m̂-i	my mother
ħetta	also
xu-ya	my brother
x̂t-i	my sister
hnaya	here
xems snin	5 years
ɛa'ǐla	family

Explanation

43.a Numerals 3 to 10, the short form

In the previous lesson you have learnt how to use the numerals 2 to 10 followed by a noun.

In the text above, you saw another way to count amounts of years between 2 and 10:

hadi telt snin w-ana fe-l-ingliz.

xu-ya ɛend-u xems snin u x̂t-i ɛend-ha telt snin.

The numerals 3 to 10 all have a short form as well: **telt, ɍebɛ, xems, sett, sebɛ, temn, tesɛ, ɛešɍ.** These short forms of the numerals 3 to 10 are only used before a limited amount of nouns, amongst which is **snin**. **snin** is the irregular plural of **sana**.

The rule here is: put the plural noun (without the article) directly after the numeral (in its short form).

ɛend-i sett snin.	17 ______________.
l-weld ɛend-u xems snin.	The boy is five years old.
l-bent 18 ________.	The girl is eight years old.

You cannot use this short form for **drari**, for example **telt drari** is not correct, it should be 19 ______________________.

On the other hand, you cannot use the long form for **snin** or **šhuɍ**, for example.

So to summarise, the difference between the long and the short forms of the numerals 3 to 10 is:

long form of numeral	*short form of numeral*
followed by preposition **dyal/d-**	no preposition
plural noun with article	plural noun without article

43.b Since: hadi . . . u . . .

You know **hadi** as a demonstrative pronoun. But **hadi** followed by an expression of time means 'since . . .'. The word **u/w**, that you know as 'and', connects this with the rest of the sentence:

hadi . . . u. . .	Since . . ., . . .

So the sentence below, from the text in this lesson,

hadi telt snin w-ana fe-l-ingliz .

means: 'Since three years I am in the UK' or, in better English: 'I have been in the UK for three years'.

Similarly:

hadi xems snin u mɍat-i fe-l-ingliz	My wife has been in the UK for 5 years.
hadi setta u ɛešɍin sana u huwa saken fe-l-ingliz	He has been living in the UK for 26 years.

Asking for how long someone has been somewhere, or for how long someone has been doing something, is done like this:

šħal	hadi	u nta	fe-l-ingliz?
how much	since	you <are>	in the UK?

For how long have you been in the UK?

šħal hadi u nta saken f-had đ-đaɍ?	How long have you been living in this house?
šħal hadi u bent-ek mɍiđa?	How long has your daughter been ill?

Exercises a and b deal with this.

43.c A different version of the suffix -i

The suffix for 'my' (possessive) is **-i: ɍažl-i, mɍat-i, x̂t-i.** But in the text in this lesson, you may have been surprised to hear **xu-ya** (my brother). This variation **–ya** for 'my' you use when the suffix directly follows a vowel. This fits with what you have heard before, that the suffixes for 'my' and 'your' have two versions, depending on the letter preceding them. After a vowel you get a suffix starting with a consonant and after a consonant a suffix starting with a vowel.

ka-nšuf-ek.	I see you.
20 __________.	We see you.
ka-nšuf-u.	I see him.
21 __________.	We see him.

So:

xu-k	your brother
22 ____________	his brother
b̂b̂a-h†	his father
23 ____________	your father

† The word **b̂b̂a** can get any suffix, except **-i/-ya** for 'my'. 'My father' is simply **b̂b̂a**.

Exercises c, d and e deal with this.

Exercises

Exercise 43.a

Using the words given, make sentences in which you say how old the persons mentioned are. The information is given in English.

Example

given **my wife, 26 years old**

you **mɍat-i, ɛend-ha setta u ɛešɍin sana.**

1 your husband, 28 years old
2 his daughter, 3 years old
3 their children, 3 and 5 years old
4 our son, 4 years old
5 her husband, 37 years old
6 my wife, 39 years old

Exercise 43.b

Answer the questions using the amount of years given.

Example

given **šĥal hadi u nta f-kanada?** **6 years**

you **hadi sett snin w-ana f-kanada.**

1 šĥal hadi u b̂b̂a-k f-kanada? 21 years
2 šĥal hadi u d-drari dyal-ek f-kanada? 5 years

3	šħal hadi u l-ɛa’ĭla dyal-ek sakna fe-l-meǥrib?	20 years
4	šħal hadi u nta f-had le-blad?	6 years
5	šħal hadi u ntuma saknin fe-l-meǥrib?	23 years
6	šħal hadi u nti sakna f-had đ-đaɍ?	7 years

Exercise 43.c

For each sentence below, replace one word from the previous sentence by the new word given on the left, or add the new word to the sentence.

Example

	nta ɛend-ek mɍat-ek f-merikan.
ana	**ana ɛend-i mɍat-i f-merikan.**
x̂t-i	**ana ɛend-i x̂t-i f-merikan.**
	ana ɛend-i đ-đaɍ dyal-i fe-l-meǥrib.
nta	nta ɛend-___ _________ dyal-___ _________.
waš	waš nta ___________________________?
la	la, nta ma-_________ -š __________________.
l-ɛa’ĭla	la, _________ ɛa’ĭlt-ek _________.
merikan	la, ___________________________ f-merikan.
	b̂b̂a ɛend-u xu-h saken f-merikan.
m̂m̂-i	m̂m̂-i _________- ___ xu-__________________.
waš	waš m̂m̂-i ____________________________________?
la	la, _________ ma-_________ -š ____________________________.
l-ɛa’ĭla	__________________ l-ɛa’ĭla dyal- __________________.
l-meǥrib	____ fe-l-meǥrib.

Exercise 43.d

Make sentences using the words given, saying what the names of the people mentioned are.

Example

given	**my son, Ahmed**
you	**weld-i, smiyt-u ħmed.**

1 my father, Muhammad

2 her daughter, Fatima

3 my brother, Abdesslam

4 your ♀ sister, Khadija

5 my mother, Aïcha

6 your ♂ father, Dris

Exercise 43.e

Fill in the correct suffixes. Note that sometimes you shouldn’t write anything.

1 ana ɛend-__ xu-__ u b̑b̑a-__ u m̑m̑-__ fe-l-ingliz.

2 u nta, waš ɛend-__ ɛa’ǐlt-__ hnaya?

3 b̑b̑a-__ ɛend-__ xu-__ u x̂t-__ u mɍat-__ u d-drari dyal-__ fe-l-ingliz, ɛa’ǐlt-__ kŭll-ha (= all of it) fe-l-ingliz.

4 nta, waš ɛend-__ ɛa’ǐlt-__ fe-l-meǥrib?

5 xu-__ u b̑b̑a-__ ma-ši fe-l-ingliz?

6 hadi telt šhuɍ (months) baš (that) šeft (I saw) xu-__.

7 daba (now) ɛa’ǐlt-__ kŭll-ha fe-l-meǥrib?

Lesson 44

What's your name? How old are you?

In the sound file you will hear someone asking a man and a woman some questions. Both answer these questions. Listen to the fragments a few times before reading along in the book.

Somebody is asking a man some questions

question qul li-ya, šnu smiyt-ek?

answer ana smiyt-i mħemmed.

question u šħal f-ɛemɍ-ek?

answer ɛend-i tmenya u ɛešɍin sana.

question waš nta mzewwež?

answer iyeh, ana mzewwež.

question šħal hadi u nta f-kanada?

answer hadi telt snin w-ana f-kanada.

question waš mɍat-ek hnaya f-kanada?

answer iyeh, mɍat-i sakna mɛa-ya f-kanada.

question waš ɛend-ek drari?

answer iyeh, ɛend-i tlata dyal d-drari.

question waš d-drari dyal-ek saknin f-kanada?

answer iyeh, ħetta huma hnaya f-had le-blad hadi.

Somebody is asking a woman some questions

question quli li-ya: ašnu smiyt-ek?

answer	ana smiyt-i faṭima.
question	u mnayn nti?
answer	ana men l-meġrib.
question	u šḥal f-ɛemṛ-ek?
answer	ɛend-i setta u ɛešṛin sana.
question	waš nti mzewwža?
answer	iyeh, ana mzewwža.
question	šnu hiya s-smiya dyal ṛažl-ek?
answer	ṛažl-i, smiyt-u mḥemmed.
question	waš ṛažl-ek ka-yexdem?
answer	iyeh, ṛažl-i ka-yexdem f-waḥed l-fabrika.
question	waš ɛend-kŭm ši drari?
answer	iyeh, ɛend-na tlata dyal d-drari.
question	waš wlad wella bnat?
answer	žuž dyal le-wlad u bent.
question	šḥal f-ɛemṛ-hŭm?
answer	le-wlad f-ɛemṛ-hŭm sebɛ snin u xems snin, u l-bent f-ɛemṛ-ha telt snin.

Vocabulary

qul li-ya	tell me **(quli** = feminine imperative)
li-ya	**li-** is a variation of the preposition **l-**
(a)šnu	what
f-ɛemṛ-ek	your age (lit.: in your age)
mzewwež	married
mɛa-ya	with me
mnayn	where from
wella	or
ši drari	any children

Explanation

44.a Overview of demonstratives

As you know, there are demonstrative pronouns, which are a sentence constituent by themselves, and demonstrative adjectives, which combine with a noun to form a sentence constituent.

Both categories can be split into two subcategories: objects close to the speaker and objects further away.

You haven't yet learnt all demonstrative pronouns for objects far away from the speaker. These are **hadak, hadik en haduk.**

All four subcategories contain three demonstratives: one masculine, one feminine and one plural form.

The grid below gives all twelve:

	pronoun		*adjective*	
	close	*far*	*close*	*far*
masculine	hada	hadak	had	(ha)dak
feminine	hadi	hadik	had	(ha)dik
plural	hadu	haduk	had	(ha)duk

In this lesson's text you heard:

f-had le-blad hadi.

We have mentioned before that you can emphasise **had** by adding **hada**, **hadi** or **hadu** after the noun.

44.b Asking questions

Earlier you have learnt that there are yes/no-questions (starting with **waš)** and content questions. As you usually get more information asking content questions, it is useful to know as many interrogative words as possible.

In this lesson you will encounter:

šħal f-ɛemʀ-ek?	*How old* are you?
šħal hadi u nta f-kanada?	*For how long* have you been in Canada?
mnayn nti?	*Where* are you *from*?

šnu hiya s-smiya dyal ɍažl-ek? — *What* is your husband's name?

In exercise h of lesson 42 you have seen the word **škun** for 'who'.

škun dak ɍ-ɍažel? — *Who* is that man?

The question of how old someone is is simple; you literally ask: 'How much <is> in your age?' In your answer you can again use the word **ɛemɍ**, but you can also use the other form: **ɛend-i . . . sana/snin.**

The question 'how long . . .' has been covered in Lesson 43.

The question where someone is from is straightforward: you put a subject after the word **mnayn: mnayn huwa, mnayn dak ɍ-ɍažel, mnayn haduk d-drari?**

The interrogative word **šnu** or **ašnu** you use for 'what':

šnu ka-tešɍeb a mḣemmed? What are you drinking, Muhammad?

When **(a)šnu** is followed by a noun, often **huwa** or **hiya** is placed between **šnu** and the noun, depending on the noun's gender. In that case, **šnu** can also mean 'which':

šnu huwa le-ktab dyal-ek — *Which* book is yours?

The question 'what is . . . name?' can also be expressed more succinctly:

šnu smiyt-ek? — What is your name?

šnu smiyt hada? — What is the name of this, what is this called?

škun means 'who' and can simply be followed by a subject:

škun nta? — *Who* are you?

škun huwa? — *Who* is he?

Exercises b and e deal with this.

44.c Kinship terms

In the previous lessons you have seen and learnt several kinship terms. To summarise, here they all are again:

weld-i, bent-i (my son, my daughter), but they can also be followed by other suffixes: **weld-ha, bent-kŭm** etc.

b̂b̂a on its own means 'my father', without having a suffix for 'my'. The other persons can be expressed by means of a suffix: **b̂b̂a-k, b̂b̂a-h,** etc.

m̂m̂-i means 'my mother' – of course instead of **-i** you could use the other suffixes.

xu-ya means 'my brother'. It gets the suffix **-ya** instead of **-i** because **xu** ends on a vowel. Instead of **-ya** you can use the other suffixes.

x̂t-i means 'my sister'. You can also use the other suffixes here.

In **d-drari dyal-i,** 'my children', you should use the preposition **dyal**, followed by the suffix representing the person whose children they are.

Exercises c and d deal with this.

Exercises

Exercise 44.a

Check whether the statements below are true, using the information in the text at the start of this lesson. Mark the sentences + (correct) or – (incorrect).

1 mħemmed mzewwež mɛa waħed le-mɍa meg̵ribiya.

2 le-mɍa dyal mħemmed smiyt-ha ɛayša.

3 mħemmed u mɍat-u ɛend-hŭm tlata dyal d-drari, žuž d-le-bnat u weld waħed.

4 d-drari dyal-hŭm ma-saknin-š fe-l-ingliz.

5 l-bent f-ɛemɍ-ha telt snin.

Exercise 44.b

Give the questions that would result in the answers given.

Example

answer **ɛend-i xemsa u ɛešɍin sana.**

question **šħal f-ɛemɍ-ek?**

1 la, d-drari dyal-i ma-saknin-š mɛa-ya.

2 iyeh, ɛend-i tlata dyal d-drari.

3 ana smiyt-i ħmed.

4 la, ana ma-ši mzewwež.

5 ana men l-meg̵rib.

6 hadi xems snin w-ana f-merikan.

7 ɛend-i ɛešɍin sana.

Exercise 44.c

Find the right answers a to g for questions 1 to 7.

Example

1 **xu-k fayn saken.**

g **xu-ya saken fe-l-meǥrib mɛa b̑b̑a u m̑m̑-i.**

Questions

1 xu-k, fayn saken?

2 l-ɛa’ǐla dyal-ek, fayn sakna?

3 b̑b̑a-k, fayn saken?

4 d-drari dyal-ek, fayn saknin?

5 m̑m̑-u, fayn sakna?

6 had ɍ-ɍažel, fayn saken?

7 duk le-ɛyalat, fayn saknin?

Answers

a huma saknin f-waħed đ-đaɍ kbira mɛa d-drari dyal-hŭm.

b b̑b̑a saken f-fas mɛa m̑m̑-i.

c m̑m̑-u sakna fe-l-meǥrib mɛa b̑b̑a-h.

d d-drari dyal-i saknin mɛa-ya f-had le-blad hadi.

e huwa saken f-manchester mɛa mɍat-u.

f ɛa’ǐlt-i sakna f-kanada mɛa mɍat-i.

g xu-ya saken fe-l-meǥrib mɛa b̑b̑a u m̑m̑-i.

Exercise 44.d

Answer the questions, using the information given between brackets.

Example

given	**škun dak l-weld?**	**(my brother)**
you	**hadak xu-ya.**	
given	**škun dik le-mɍa?**	**(my sister)**
you	**hadik x̂t-i.**	

1	škun dak ɍ-ɍažel?	(my father)
2	škun dik l-bent?	(my sister)
3	škun duk d-drari?	(my sons)
4	škun dik le-mɍa?	(my mother)
5	škun dak ɍ-ɍažel?	(my husband)
6	škun dak l-weld?	(my son)

Exercise 44.e

First read the introduction, then answer the questions. You may think you can't say that much yet, but you really will be able to formulate an answer to every question.

waħed ɍ-ɍažel *ka-yetkellem* mɛa-k.	is speaking
huwa ka-yexdem mɛa *l-bulis* l-inglizi.	police
huwa *bǥa yeɛɍef* škun nta, mnayn nta,	wants to know
waš ɛend-ek *l-pas̵puɍ* dyal-ek,	passport
u *ħetta* bǥa yeɛɍef *kŭll ši ɛel* l-ɛa'ĭla	also, everything, about
dyal-ek. *ta-ysewwel*:	he asks

		Say that:
1	a sidi, škun nta?	your name is Muhammad Ben Abdallah.

2	mnayn nta?	you are from Morocco.
3	waš ɛend-ek l-pas̵puɍ dyal-ek?	you do not have a passport.
4	šħal hadi u nta fe-l-ingliz ?	you came to the UK 5 years ago.
5	šħal f-ɛemɍ-ek?	you are 29 years old.
6	waš nta mzewwež?	you are married.
7	waš l-ɛa'ǐla dyal-ek sakna hna?	your family came over to the UK 3 years ago.

Exercise 44.f

Ask a few questions of a Moroccan conversation partner. You can read what to ask in English. In the sound file you will hear the answers to these questions. Write down the answers in English.

1 Ask what his name is.
Name: ________________.

2 Ask how old he is.
Age: ________________.

3 Ask for how long he has been in the UK.
________________ years in the UK.

4 Ask if his family is in the UK as well.
Family is/isn't in the UK.

5 Ask if he has any children in Morocco.
Does/doesn't have children in Morocco.

6 Ask if he has a good house in the UK.
Does/doesn't have a good house in the UK.

7 Ask how old his wife is.
Age wife ________________.

Exercise 44.g

ħmed ben mħemmed ta-yexdem f- 'london'.

hadi ɛešr snin u huwa saken fe-l-ingliz.

hadi xems snin u huwa mzewwež.

mɍat-u *baqya* sakna fe-l-meǥrib.	still
ħmed *bga* mɍat-u *tži* l-l-ingliz walakin	he wants, she comes to
ma-ɛend-u-š đaɍ hnaya. ɛend-u ǥir waħed	
l-bit sǥiɍ f-waħed đ-đaɍ kbira.	
fe-l-meǥrib ɛend-u đ-đaɍ dyal-u.	
mɍat-u u xemsa de-d-drari dyal-u	
saknin *fi-ha* u ħetta b̂b̂a-h u m̂m̂-u.	in it

Now Ahmed's wife will tell the same story from her point of view. Fill in the missing words.

ɍažl-i ______ fe-l-ingliz walakin ana ______ fe-l-meǥrib mɛa ______ dyal-na. ɛend-na xemsa de-d-drari, ______ saknin mɛa-ya.

ɍažl-__ ma- _______-š đar fe- ________, ɛend- _______ ǥir waħed ______ sǥir.

Exercise 44.h

In the sound file you will hear 3 personal descriptions. Use those to complete the 3 profiles below.

A name: **ɛli l-yenduzi**

male/female
age ________ years old
________ years in Canada
married yes/no

children yes/no
number of children ________
family in Canada yes/no
if so, who________________.

B name: **faŧima bent ɛebd s-slam**

male/female
age ________ years old
________ years in Canada
married yes/no

children yes/no
number of children ________
family in Canada yes/no
if so, who________________.

C name: **dris ɛašur**

male/female
age ________ years old
________ years in Canada
married yes/no

children yes/no
number of children ________
family in Canada yes/no
if so, who ________________.

Exercise 44.i

The questions below are asked of you personally. Answer truthfully. If the grammatical gender necessitates it, the questions are asked twice, once addressed to a man and once to a woman. Answer when the question suits you.

1 šnu smiyt-ek?

2 mnayn nta? / mnayn nti?

3 šħal f-ɛemɍ-ek?

4 waš nti mzewwža? / waš nta mzewwež?

5 waš ɛend-ek drari?

6 fayn sakna nti? / fayn saken nta?

Meeting, greeting and saying goodbye

Lesson 45

Hello, how are you?

In the sound file you will hear 2 conversations between 2 people meeting. Listen to them several times.

Dialogue 1

ħmed	s-salamu ɛli-k.
ɛli	wa ɛli-k s-salam.
ħmed	waš nta bi-xiɍ?
ɛli	ana bi-xiɍ l-ħemdu li-llah, u nta la bas?
ħmed	la bas l-ħemdu li-llah.
ɛli	yałłah nšeɍbu ši ħaža.
ħmed	smeħ l-i ma-ɛend-i-š l-weqt, meɍɍa x̂ɍa in ša łłah, ɛend-i mewɛid fe-ž-žuž.
ɛli	waxxa, in ša łłah, be-s-slama.
ħmed	be-s-slama.

Dialogue 2

muꞩŧafa	s-salamu ɛli-kŭm.
faŧima	wa ɛli-kŭm s-salam, la bas?
muꞩŧafa	ana bi-xiɍ, ma l-ek nti? waš ɛend-ek ši ħaža fe-đ-đaɍ?
faŧima	iyeh, bent-i le-kbira mɍiđa šwiya. ma-ta-takŭl-š, ma-ta-tešɍeb-š, u hadi telt iyyam u hiya naɛsa f-le-fraš.

musƚafa	ma-ykun bas in ša ƚƚah.
faƚima	in ša ƚƚah, be-s-slama.
musƚafa	ƚƚah ysellm-ek.

Vocabulary

s-salamu ɛli-k/-kŭm	standard greeting (Peace be upon you)
wa ɛli-k/-kŭm s-salam	response to the above
bi-xiɍ	good
l-ħemdu li-llah	thank God
la bas	not bad
smeħ l-i	excuse me
weqt	time
yaƚƚah	come
nšeɍbu	let's drink
ši ħaža	something
meɍɍa	some time
in ša ƚƚah	God willing
mewɛid	an appointment
fe-ž-žuž	at 2 o'clock
waxxa	okay
be-s-slama	goodbye
ma l-ek	what is wrong with you (**ma** here means 'what')
ka-takŭl	she's eating
ka-tešɍeb	she's drinking
telt iyyam	3 days
ma-ykun bas	I hope it's not too bad
ƚƚah ysellm-ek	goodbye
yehđeɍ	he is speaking

Explanation

45.a Greeting

Many greeting formulas in Moroccan are derived from Classical Arabic. Some of the formulas contain religious elements, like the name of God (**łłah).**

The standard greeting is:

s-salamu ɛli-kŭm	the peace upon you

to which the response is:

wa ɛli-kŭm s-salam	and upon you the peace

la bas (lit.: no evil, not bad) you can use both for a question and for an answer:

la bas?	(question)
la bas!	(answer)

You can also expand it using the preposition **ɛli:**

la bas ɛli-k?	la bas!
d-drari, la bas ɛli-hŭm?	la bas ɛli-hŭm!

bi-xiɍ (lit.: in wellness) can also be used both in questions and in answers:

waš nta bi-xiɍ?	ana bi-xiɍ!

When a Moroccan says he is doing well, he has reason to thank God. For that, he uses the formula: **l-ħemdu li-llah.**

la bas?	la bas, l-ħemdu li-llah.
	ana bi-xiɍ, l-ħemdu li-llah.

in ša łłah you use to express that future events can only happen with God's will. Even if you are not a Muslim, you can use this formula to talk about the future.

The formula **ma-ykun bas** (be <there> no evil) you use when you hear someone is ill. It approximately means 'I hope it's not too bad'. **ma** is a form of negation without **-š**.

The two formulas

be-s-slama

łłah ysellm-ek

are used for saying goodbye.

Exercises a and b deal with this.

45.b A bit ill, very ill

A predicate expressing an attribute can be followed by **šwiya** (a bit) or **bezzaf** (a lot) to further quantify the attribute:

ana mɍiđ šwiya.	I am a bit ill.
hiya feɍħana bezzaf.	She is very glad.
b̂b̂a 24 ________________	My father is very old.
m̂m̂-i 25 ________________	My mother is a bit tired.
đ-đaɍ 26 ________________	The house is very old.
le-ħlib 27 ________________	The milk is a bit cold.

Exercises c, d and e deal with this.

45.c The present tense

The complete conjugation of the verb **√šuf in the present tense is:**

(ana)	ka – nšuf	(ħna)	ka – nšufu
(nta)	ka – tšuf	(ntuma)	ka – tšufu
(nti)	ka – tšufi	(huma)	ka – yšufu
(huwa)	ka – yšuf		
(hiya)	ka – tšuf		

The prefix **ka-** gives a continuous meaning to the present tense, like the -ing forms in English. If there is no **ka-** before a present tense, it is still a present tense, but the action is not occurring at the moment of speech. Instead of **ka-**, **ta-** may be used; some speakers may even switch between the two.

In Lesson 43 we have seen **nšeɍbu.** This means both 'we drink' and 'let's drink'. The root with the basic meaning 'to drink' is **√šɍb**.

We will now add to this root the personal prefixes and suffixes that you have already seen in the grid of **√šuf:**

(ana)	nšɍb	(ħna)	nšɍbu
(nta)	tšɍb	(ntuma)	tšɍbu
(nti)	tšɍbi	(huma)	yšɍbu
(huwa)	yšɍb		
(hiya)	tšɍb		

The root √šɍb itself does not have a vowel, so you keep getting rows of four consecutive consonants, which isn't possible in Moroccan. So to avoid this, we must insert e's, in such a way that all forms will consist of two syllables. Try to make allowable forms by adding e's. NB: **e** may not appear at the end of a syllable or a word! The list you will get is this:

nešɍeb	nšeɍbu
tešɍeb	tšeɍbu
tšeɍbi	yšeɍbu
yešɍeb	
tešɍeb	

NB: when pronouncing these, apply the rule of thumb that the stress is always on the syllable containing most radicals: **(ka-)nešɍéb, (ka-)tešɍéb, (ka-)tšéɍbi, (ka-)yešɍéb, (ka-)tešɍéb, (ka-)nšéɍbu, (ka-)tšéɍbu, (ka-)yšéɍbu.**

This rule of thumb is not applicable if the verb is followed by a suffix. If it is, the stress may move: **ka-nšeɍbú-h.**

There are very many other roots consisting of three consonants, e.g.:

√hđɍ	to speak, to talk
√gls	to sit
√qđɍ	to be able to
√ktb	to write

You can make forms in the same way using these roots:

mħemmed ka-yehđeɍ l-ɛeɍbiya.	Muhammad speaks Arabic.
d-drari ka-yhedɍu l-ingliziya.	The children speak English.
weld-i ka-yegles ɛel l-kŭrsi.	My son sits down on the chair.
ħna 28 __________________.	We sit down in the room.
nta ka-tekteb fe-l-kŭnnaš.	You are writing in the notebook.
dak ɍ-ɍažel 29 __________________.	That man is writing a book.

Making questions or negations is done in the familiar way.

waš d-drari dyal-ek ka-yheđɍu l-ingliziya?

waš weld-ek ka-yešɍeb l-qehwa?

ana *ma*-ka-nešɍeb-*š* atay.

r-ržal *ma*-ka-yheđɍu-*š* l-ɛeɍbiya.

In Lesson 42 we have seen:

ɍažl-i ka-yexdem f-waħed l-fabrika.

What is the root of the verb to work? Write the complete conjugation of the present tense of this verb. [30]

Exercises f, g, h and i deal with this.

Exercises

Exercise 45.a

Together with the voice in the sound file, act out an encounter on the street.

Use the usual formulae responding to what you hear.

other s-salam ɛli-kŭm

you ________________.

other la bas?

you ________________.

other ħetta ana bi-xiɍ l-ħemdu li-llah. d-drari dyal-ek la bas?

you ________________.

other l-ħemdu li-llah, be-s-slama.

you ________________.

Now act out another dialogue. When asked about your wife, say that she is ill/tired. Later mitigate this by saying she is just a bit tired.

other s-salam ɛli-kŭm.

you ________________.

other la bas ɛli-k.

you ________________.

other d-drari, la bas ɛli-hŭm?

you ________________.

other mɍat-ek la bas ɛli-ha?

you ________________.

other ma-ykun bas ɛend-ha in ša ɫɫah. waš hiya ɛeyyana bezzaf?

you ________________.

Exercise 45.b

Connect the formulae/statements in the first column to their possible answers in the second.

1	ɍažl-i mɍiđ šwiya.	a	be-s-slama.
2	d-drari, la bas ɛli-hŭm?	b	ana bi-xiɍ l-ħemdu li-llah.
3	be-s-slama a sidi.	c	wa ɛli-kŭm s-salam.
4	s-salam ɛli-kŭm.	d	huma bi-xiɍ l-ħemdu li-llah.
5	waš nti bi-xiɍ?	e	waxxa, yaɫɫah.
6	yaɫɫahu nšeɍbu ši ħaža!	f	la bas ɛli-ha, l-ħemdu li-llah.
7	waš mɍat-ek la bas ɛli-ha?	g	ma-ykun bas in ša ɫɫah.

Exercise 45.c

The questions ask if something is very . . . . Answer by saying the thing mentioned is only a little . . . .

Example

given **waš đ-đar dyal-ek kbira bezzaf?**

you **la, hiya kbira šwiya.**

1 waš ɛa'ĭlt-ek kbira bezzaf?

2 waš l-magana dyal-ek ǥalya bezzaf?

3 waš weld-ek mɍiđ bezzaf?

4 waš l-kebbuŧ dyal-ek qdim bezzaf?

5 waš mɍat-ek ɛeyyana bezzaf?

6 waš žellabt-ek mwessxa bezzaf?

Does anything strike you as odd in the last question? [31]

Exercise 45.d

Here we introduce the symbols for **bezzaf** and **šwiya.**



šwiya The fingers close to each other indicate ‘a little’ (e.g. a little ill, a little small, etc.).



bezzaf The same hand, with the fingers spread wide apart, indicates that a certain property is strong (e.g. very ill, very big, etc.).

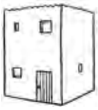
kbir(a) bezzaf.

qdim(a) šwiya.

Now answer the questions asked underneath the pictures.

Example

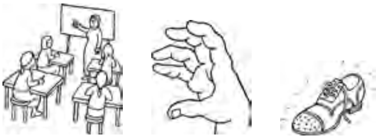
given   

given **waš had đ-đaɍ kbira?**

you **hiya kbira bezzaf.**

1 

waš had ŧ-ŧumubil qdima?

2 

waš had l-međɍaꞩa ždida?

3 

waš had le-ħmaɍ kbir?

4 

waš had l-berrad qdim?

5 

waš had le-mdina bɛida?

6 

waš had l-xŭbz ldid?

Exercise 45.e

A question is asked for each picture. Choose the correct one from the three possible answers given.

Example 

question **waš had ɍ-ɍažel feɍħan?**

a iyeh, huwa feɍħan.

b la, huwa mɍiđ šwiya.

c iyeh, huwa feɍħan bezzaf.

The correct answer is answer c.

1 

waš had l-weld mɍiđ?

a la, huwa ma-ši mɍiđ.

b iyeh, huwa mɍiđ bezzaf.

c iyeh, huwa mɍiđ.

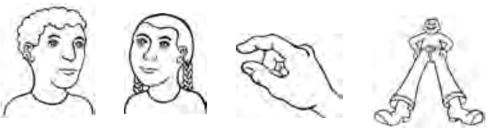
2 

waš had l-bent feɍħana?

a iyeh, hiya feɍħana bezzaf.

b la, hiya ɛeyyana šwiya.

c iyeh, hiya feɍħana šwiya.

3 

waš had d-drari kbaɍ?

a iyeh, huma kbaɍ šwiya.

b la, huma ma-ši kbaɍ.

c iyeh, huma ꞩǥaɍ.

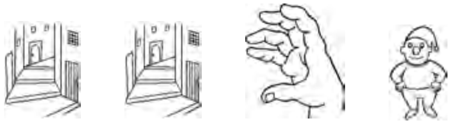
4 

waš had le-ɛeyalat feɍħanin?

a iyeh, huma feɍħanin šwiya.

b la, huma mɍađ šwiya.

c la, huma ma-ši feɍħanin.

5 

waš had z-znaqi kbaɍ?

a iyeh, huma kbaɍ bezzaf.

b la, huma s̶g̶aɍ šwiya.

c la, huma s̶g̶ar bezzaf.

6 

waš hadik l-qehwa qɍiba?

a la, hiya bɛida šwiya.

b iyeh, hiya qɍiba bezzaf.

c la, hiya ma-ši qɍiba bezzaf.

Exercise 45.f

Fill in conjugations of the roots below:

√šɍb √ktb √gls √xdm

Example

ħmed ________________ l-qehwa.

ħmed ka-yešɍeb l-qehwa.

1 ħna __________________ fe-l-kŭnnaš.

2 huwa __________________ fe-l-fabrika.

3 d-drari __________________ le-ħlib dyal-hŭm.

4 b̂b̂a __________________ ɛel l-kŭrsi fe-l-bit.

5 waš nti __________________ fe-l-fabrika dyal ɍažl-ek?

6 ana __________________ l-qehwa.

7 waš ntuma __________________ fe-l-međɍaꞩa?

8 m̂m̂-i __________________ mɛa b̂b̂a fe-l-bit.

Exercise 45.g

Fill in the correct forms of the root given:

√šuf

waš __________________ dak ɍ-ɍažel a ħmed?

d-drari __________________ b̂b̂a-hŭm fe-z-zenqa.

ana ma- __________________ -š s-stilu dyal-i.

ntuma __________________ l-kaɍ ž-ždid.

√šɍb

šnu __________________ a mħemmed?

ana __________________ le-ħlib.

ntuma ma- __________________ -š a r-ržal?

a faŧima waš __________________ l-qehwa?

√ktb

šnu __________________ a mħemmed?

ana __________________ smiyt-i fe-l-kŭnnaš.

nti ma- __________________ -š a ɛayša?

ntuma __________________ kŭll ši f-had l-kŭnnaš?

√gls

b̂b̂a __________________ fe-l-qehwa.

waš d-drari dyal-ek ________________ fe-l-međɍaꞩa?

ħna ________________fe-z-zenqa.

m̂m̂-ek ________________ fe-đ-đaɍ.

√xdm

dak ɍ-ɍažel ________________ mɛa l-bulis.

ana ________________ f-merikan.

m̂m̂-i ma- ________________-š.

f-merikan, d-drari ma- ________________-š.

Exercise 45.h

Finish the grid below.

√šɍb	ana ________	hiya ________	huma ________
________	nti ka-tketbi	huwa _______	huma ________
________	nta ________	ħna ________	huma ka-ygelsu
√šuf	ana ________	hiya ________	ntuma ________
√qđɍ	nti ________	huwa _______	ħna __________
________	nta ka-tehđeɍ	nti _________	ntuma ________
________	ana ________	ħna ka-nxedmu	huma ________

Exercise 45.i

Write the correct personal pronoun on the lines.

1 le-mɍa, waš ________________ ka-tegles ɛel-l-kŭrsi?

2 a ħmed, waš ________________ ka-tešɍeb l-qehwa?

3 ________________ ma-ka-tketbi-š f-le-ktab?

4 waš ________________ ka-yekteb fe-l-kŭnnaš?

5 d-drari, waš ________________ ka-yxedmu?

6 waš ________________ ka-txedmu f-dik l-fabrika?

7 ________________ ma-ka-tšeɍbu-š le-ħlib?

8 ________________ ka-ngelsu fe-l-qehwa.

Lesson 46

Let's go for a drink

Listen to the following conversation.

ħmed	ʂbaħ l-xiɼ a mħemmed.
mħemmed	ʂbaħ l-xiɼ a ħmed, kif dayer?
ħmed	kŭll ši la bas, l-ħemdu li-llah u nta, kif dayer?
mħemmed	ħetta ana bi-xiɼ l-ħemdu li-llah.
ħmed	yaɫɫah mɛa-ya le-đ-đaɼ, naklu ši ħaža.
mħemmed	la, smeħ l-i a ħmed, ma-neqđeɼ-š, ma-ɛend-i-š l-weqt.
ħmed	nšeɼbu ši ħaža f-dik l-qehwa? hiya qɼiba.
mħemmed	la, ma-neqđeɼ-š, ma-ši daba. f-le-ɛšiya in ša ɫɫah.
ħmed	waxxa. f-le-ɛšiya in ša ɫɫah fe-đ-đaɼ dyal-i. fe-l-xemsa d-le-ɛšiya nšeɼbu atay.
mħemmed	in ša ɫɫah, be-s-slama.
ħmed	be-s-slama a mħemmed.

Vocabulary

ʂbaħ l-xiɼ	good morning
kif dayer	how are you? (also see § 46.f)
kŭll ši	everything, everybody, all
l(e)-	to (also sometimes **li-)**
naklu	let's eat
l-xemsa d-le-ɛšiya	5 o'clock in the afternoon
atay	tea (never used with the article)

Explanation

46.a The cohortative

Look at the sentences below, which you have seen before:

yaɫɫah, nšeɍbu ši ħaža. Come on, let's have a drink.

naklu ši ħaža. Let's eat.

The finite verb in the present tense, without the particle **ka/ta-** can mean 'let's . . .'. We call this the cohortative.

nšeɍbu atay. Let's drink tea.

naklu l-lħem. Let's eat meat.

nketbu fe-l-kŭnnaš. Let's write in the notebook.

32 ________ l-ingliziya. Let's speak English.

33 ________ fe-l-qehwa. Let's sit in the café.

This is used to suggest to someone to go do something together; it's an invitation including yourself in the invite.

Exercises a and b deal with this.

46.b The imperative

smeħ l-i a mħemmed, ma-ɛend-i-š l-weqt.

a ħmed, šuf dik ŧ-ŧumubil ž-ždida!

The expression **smeħ l-i** (excuse me) is a combination of a form of the root **√smħ**, the preposition l- and the suffix **-i**.

What is noticeable about this form? Apart from the short vowel **e** to make the word pronounceable, there is no prefix or suffix. This is the imperative as you would use it with one male.

You form the imperative of verbs whose roots consist of 3 consonants by placing the short vowel **e** between the second and third radicals (so in other words, the imperative pattern of these verbs is Ⓟ**kteb**).

If a verb has a root consisting of 2 consonants and a long vowel, of course you don't need to add the short vowel **e** (**šuf!**).

Earlier you have learnt that there are also feminine and plural imperatives: **šufi!** and **šufu!** The **i** and **u** endings can also be added to the masculine imperatives of the verbs which have three consonant radicals; however, then the vowel e moves:

kteb! ketbi! ketbu!

gles! gelsi! gelsu!

Now fill in the imperatives in the following example sentences. Use the context to work out which verb you should use.

34 ________ kŭll ši f-le-ktab dyal-ek a ħmed!

________ f-had l-kŭrsi a sidi!

________ be-l-ɛeɍbiya a weld-i![†]

________ l-i a faŧima. Excuse me, Fatima.

________ l-i a r-ržal. Excuse me, gentlemen.

________ be-l-ɛeɍbiya a d-drari! Speak Arabic, children!

________ f-had l-kŭrsi a lalla

________ smiyt-ek f-had l-kŭnnaš a bent-i

________ kŭll ši f-le-ktab a d-drari

[†]**ka-yehđeɍ l-ɛeɍbiya** = he speaks Arabic.

ka-yehđeɍ ***be*-l-ɛeɍbiya** = he is speaking Arabic

Exercises c, d, e and f deal with this.

46.c Accepting an invitation

Accepting an invitation can be done by simply saying **waxxa** (OK). Then you could repeat part of the invitation.

invitation	yałłah, naklu ši ħaža.	
accepting	waxxa.	
	waxxa, naklu ši ħaža.	OK, let's <go> eat something.
invitation	yałłah mɛa-ya le-đ-đaɍ.	
accepting	waxxa.	
	waxxa, nemši mɛa-k.	OK, I'll come with you.

You can also say that you would like to do what has been suggested, but at another time:

smeħ l-i, ma-ɛend-i-š l-weqt, meɍɍa x̂ɍa in ša łłah (45)[†]

la, ma-neqđeɍ-š, ma-ši daba, f-le-ɛšiya in ša łłah (46)

la, ma-ši daba, meṟṟa x̂ṟa/g̱edda (morgen) /f-le-ɛšiya in ša ɫɫah.

la, daba ma-neqđeṟ-š, meṟṟa x̂ṟa/g̱edda/f-le-ɛšiya in ša ɫɫah.

la, f-had l-weqt ma-neqđeṟ-š, meṟṟa x̂ṟa/g̱edda/f-le-ɛšiya in ša ɫɫah.

†These numbers indicate in which lesson you have seen the sentence before.

If you don't really feel like accepting the invitation, you can use **meṟṟa x̂ṟa** without actually making an appointment. Then you don't have to say 'no', so you avoid offending the other party, while the end result is the same.

Exercises g and h deal with this.

46.d Apologizing

Using the three forms **smeħ l-i, semħi l-i** and **semħu l-i** you can apologise to everyone (male, female, plural), for example for not accepting a proposal/invitation. You can expand on this apology using **ma-(ka-)neqđeṟ-š** (I can't):

smeħ l-i a . . ., ma-neqđeṟ-š.

and of course you can then give the reason you can't make it:

ma-ɛend-i-š l-weqt.	(45)
ɛend-i mewɛid fe-ž-žuž.	(45)
ma-ɛend-i-š le-flus.†	I don't have any money.

†**flus** = money; a plural form.

Exercises i and j deal with this.

46.e Good morning – good evening

In addition to the expression **ṣbaħ l-xiṟ** (good morning) there is the expression **msa l-xiṟ** (good evening). You can use the latter from about 3 pm. There is no 'good afternoon' in Moroccan. The standard greeting **s-salam ɛli-kŭm** is used instead.

Exercise k deals with this.

46.f kif dayer = how are you?

The expression **kif dayer** means 'how are you?' **dayer** is a participle, like **saken** (living), and is declined like an adjective.

kif dayra a ɛayša?

kif dayrin a r-ržal?

Sometimes **kif dayer** is pronounced **ki dayer** (Exercise 46.l).

Exercises l and m deal with this.

Exercises

Exercise 46.a

Invite someone to go and do something together. Start your proposal with the name of the person and **yałłah mεa-ya** (come with me).

Example

given	**Invite Ali to come for a drink with you:**
you	**a εli, yałłah mεa-ya nšeɍbu ši ħaža.**

1 Invite Ahmed to sit in the café.

2 Invite Moustafa to have a drink in the café.

3 Invite Muhammad to have something to eat.

4 Invite Aïcha to drink coffee.

5 Invite Fatima to look at the market.

6 Invite Naïma to sit in the room.

Exercise 46.b

Make suggestions to an imaginary conversation partner. A situation is given in English. Choose parts of your invitation from the list below.

You may not have to use one of the columns.

meŧεem = restaurant | **beɍɍa** = outside

verb phrase	*object*	*location*
(yałłah) nšeɍbu	šwiya	f-dak l-meŧεem
(yałłah) ngelsu	atay	fe-đ-đaɍ dyal-i
(yałłah) naklu	l-lħem	beɍɍa
(yałłah) nheđɍu	le-ħlib	fe-l-qehwa
	l-qehwa	
	l-xŭbz	
	ši ħaža	

Example

given **You meet Ahmed near a café, and suggest you have a drink there.**

you **yałłah, nšeɍbu ši ħaža fe-l-qehwa!**

1 You meet Ahmed on the street and suggest you have something to eat at your house.

2 You meet Aïcha and suggest you go sit outside.

3 You meet Dris and suggest you go chat a little in the café.

4 You meet Abdesslam and suggest you go drink coffee in the café.

5 You meet Naïma and suggest you go eat something in that restaurant.

6 You meet Ali and suggest you go drink tea at your place.

Exercise 46.c

Give an imperative of one of the two roots given.

Example

Choose from	**√gls / √šɍb**
given	**________ ɛla had l-kŭrsi a weld-i!**
full sentence	**gles ɛla had l-kŭrsi a weld-i!**

√ktb / √šɍb

1 ________________ smiyt-ek fe-l-kŭnnaš!

2 ________________ le-ħlib dyal-kŭm a d-drari!

3 ________________ atay a faŧima!

√hđɍ / √gls

4 ________________ be-l-ɛeɍbiya a sidi!

5 ________________ mɛa-na† a lalla!

6 ________________ šwiya mɛa-ya a xu-ya!

† **mɛa-na** means 'with us'.

√smħ / √xdm

7 _________________ l-i a lalla!

8 _________________ mezyan a r-ržal!

9 _________________ mezyan fe-l-međɍas̵a a weld-i!

Exercise 46.d

Answer the following questions in Moroccan:

1 How does father tell Ahmed to drink his coffee?

2 How does the teacher tell Muhammad to sit down?

3 How does the teacher tell the boys to sit down?

4 How does Muhammad tell his father that he will sit down for a moment (= a little)?

5 How does the teacher tell the children to write their names in their notebooks?

6 How does the mother tell Fatima to drink her milk?

Exercise 46.e

Fill in the words below on the lines. There are a few words which don't fit in any of the sentences.

gelsu	semħi	šɍeb	smeħ	kteb
gelsi	semħu	ketbi	gles	šeɍbu

1 _________________ l-i a lalla, ma-ɛend-i-š le-flus.

2 a ħmed, _________________ l-qehwa dyal-ek.

3 a d-drari _________________ ɛla le-krasa dyal-kŭm.

4 _________________ kŭll ši fe-l-kŭnnaš a ħmed.

5 a d-drari _________________ atay dyal-kŭm.

6 _________________ li-na a r-ržal, ma-ɛend-na-š l-weqt.

7 a mħemmed, _________________ mɛa-na.

8 _________________ l-i smiyt-ek a lalla.

Exercise 46.f

Fill in forms of the imperative:

√šɍb:	_________ a xu-ya,	_________ a x̂t-i,	_________ a d-drari
√gls:	_________ a xu-ya,	_________ a x̂t-i,	_________ a d-drari
√šuf:	_________ a xu-ya,	_________ a x̂t-i,	_________ a d-drari
√ktb:	_________ a xu-ya,	_________ a x̂t-i,	_________ a d-drari
√smħ:	_________ l-i a xu-ya,	_________ a x̂t-i,	_________ a d-drari

Exercise 46.g

You will hear several invitations in the sound file. Respond by accepting the invitation.

Example

given **yałłah mɛa-ya le-đ-đaɍ.**

you **waxxa, nemši mɛa-k.**

1 yałłah, naklu ši ħaža fe-l-qehwa.

2 yałłah, nšeɍbu atay fe-l-qehwa.

3 yałłah, ngelsu beɍɍa.

4 yałłah, naklu l-xŭbz u l-lħem fe-đ-đaɍ dyal-i.

5 yałłah, nšeɍbu ši ħaža.

6 yałłah, nheđɍu šwiya beɍɍa.

Exercise 46.h

Someone suggests to you:

yałłah, nemsiw nšufu l-film ž-ždid!

nemšiw = we go/let's go | **l-film** = the film

Respond to this invitation in several ways. You will find that you can say a lot using a few simple expressions.

1 You don't have the money. What do you say?

2 You need the evening to do your homework. What do you say?

3 You would rather drink tea with her at home. What do you say?

4 You think it is a great idea. What do you say?

5 You don't feel like going out tonight. What do you say?

6 Unfortunately you already have an appointment with another (female) friend at 7 o'clock (**fe-s-sebεa d-le-εšiya**). What do you say?

Exercise 46.i

In the sound file you will hear several proposals/invitations. Decline those and think of a new excuse each time. Note if the person inviting you is male or female, so you use the correct form of the apology **smeħ or semħi.**

Example

given	**yałłahi tak̂li ši ħaža mεa-ya.**
you	**semħi l-i, ma-ši daba, meɍɍa x̂ɍa.**

1 yałłah mεa-ya le-đ-đaɍ.

2 naklu ši ħaža fe-đ-đaɍ dyal-i.

3 nšeɍbu atay fe-l-qehwa.

4 yałłah, nšeɍbu ši ħaža fe-đ-đaɍ.

5 yałłah, naklu ši ħaža f-dak l-meŧεem.

Exercise 46.j

Decline the following proposals and suggest something else instead.

Example

given	**yałłah mεa-ya le-đ-đaɍ.**	**(tomorrow)**
you	**la, ma-ši daba, ǥedda in ša łłah.**	

1	yałłah naklu ši ħaža.	(some other time)
2	nšeɍbu ši ħaža fe-l-qehwa.	(this afternoon)
3	yałłah, ngelsu beɍɍa.	(some other time)
4	yałłah, nheđɍu šwiya fe-đ-đaɍ dyal-i.	(tomorrow)
5	yałłah,nšufu l-film ž-ždid.	(some other time)

Exercise 46.k

Greet the people mentioned below at the time of day given.

Example

given **Muhammad, 2 pm**

you **s-salam ɛli-k a mħemmed, la bas?**

1 Fatima, 9 am

2 Ali, 5 pm

3 Ahmed and Dris, 12 noon

4 Aïcha, 6 am

5 Moustafa, 2 pm

6 Khadija, 6 pm

Exercise 46.l

Fill in the correct form on the lines: **dayer, dayra of dayrin.**

1 a ħmed, kif _________________ d-drari dyal-ek?

2 kif _________________ a ɛli?

3 a xadiža, kif _________________ nti?

4 u kif _________________ ɍažl-ek?

5 wlad-ek, kif _________________?

6 b̂b̂a-k u m̂m̂-ek, kif _________________?

Exercise 46.m

Find the correct answers in the right column for the questions in the left column (you will have some answers left).

1 a ħmed, kif dayer?

2 a musŧafa, kif dayra faŧima?

3 kif dayrin d-drari dyal-kŭm?

4 kif dayer b̂b̂a-k?

5 a faŧima, kif dayra nti?

6 kif dayrin a r-ržal.

a huma, la bas ɛli-hŭm.

b la bas l-ħemdu l-llah, ana ɛeyyana šwiya.

c la bas ɛli-k.

d la bas ɛli-ha, l-ħemdu li-llah.

e ħna bi-xiɍ, l-ħemdu li-llah.

f huwa bi-xiɍ, l-ħemdu li-llah.

g ana bi-xiɍ, l-ħemdu li-llah.

h ana bi-xiɍ, ana mɍiđ bezzaf.

Lesson 47

Come see my new house

Listen to these two conversations.

dris — msa l-xiɍ a s-si mħemmed.

mħemmed — msa l-xiɍ a dris, kif dayer, la bas?

dris — la bas, l-ħemdu li-llah, u nta a s-si mħemmed, la bas ɛli-k?

mħemmed — kŭll ši bi-xiɍ, l-ħemdu li-llah.

dris — aži takŭl ši ħaža fe-đ-đaɍ dyal-i. ɛend-i đaɍ ždida, aži tšuf-ha.

mħemmed — smeħ l-i a s-si dris, bǥit nšuf-ha walakin daba ma-ɛend-i-š l-weqt. ǥedda in ša łłah.

dris — waxxa, ħetta ǥedda in ša łłah.

The next day:

dris — ahlen wa sahlen.

mħemmed — ahlen a s-si dris.

dris — tfeđđel, dxŭl.

mħemmed — šŭkrăn. đ-đaɍ dyal-ek zwina, tbaɍek łłah.

dris — tfeđđel, daba naklu ši ħaža. fe-l-lewwel nqeddem l-ek ɛa'ǐlt-i. hada ħmed, weld-i le-kbir. hada weld-i ꞩ-ꞩǥiɍ smiyt-u musŧafa.

mħemmed — tbaɍek łłah.

dris — u hadi mɍat-i.

mħemmed — metšerrfin a lalla.

dris — tfeđđel a mħemmed, gles.

mħemmed — baɍak łłahu fi-k.

Vocabulary

s-si . . .	is followed by a name, short for **sidi**
aži	come
takŭl	you eat
bǥit	I want
ħetta	until
ahlen wa sahlen	official greeting
ahlen	answer to previous
tfeđđel	here you go
dxul	enter
šŭkrăn	thank you
zwin	beautiful
tbaɍek ƚƚah	exclamation of admiration thanking God for something good
fe-l-lewwel	first of all
nqeddem l-ek	I introduce to you
metšerrfin	pleased to meet you (grammatical plural)
baɍak ƚƚahu fi-k	thank you

Explanation

47.a The verb 'to eat'

We have seen several forms of the verb 'to eat' before:

ma-ka-takŭl-š	She doesn't eat.	(45)
naklu ši ħaža	Let's eat something.	(46)
aži takŭl ši ħaža	Come eat something.	
daba naklu ši ħaža	Now we <will> eat something.	

What is the common element in all these verb forms? Answer this question before reading on.

In all forms we see the vowel a and the consonants k and l. So we could say that the root of the verb is **√akl.**

This verb is slightly irregular. The forms ending in a consonant (so not the **nti-** form or the plural forms) get a short **ŭ** between the **®k** and the **®l**.

So the complete conjugation is:

(ka-)nakŭl	(ka-)naklu
(ka-)takŭl	(ka-)taklu
(ka-)tak̂li	(ka-)yaklu
(ka-)yakŭl	
(ka-)takŭl	

As you have learnt, the particle **ka-** is only used if the activity is performed at the time of speaking or if it is performed regularly.

Some other things that may be eaten are:

l-ħut	fish
ŧ-ŧažin	tajine, a stew dish
s-seksu	couscous (also: **l-kesksu)**

Now finish these example sentences:

a d-drari, ma- [35] ____________________ -š l-lħem?

dak ɍ-ɍažel le-kbir [36] ____________________ l-lħem de-l-ħewli.

mɍat-i ma- [37] ____________________ -š l-lħem de-l-meɛza.

Exercises a and b deal with this.

47.b An imperative with a second verb

In the examples below from this lesson's text you see the imperative **aži =** come, followed by a conjugated verb.

aži takŭl ši ħaža!

aži tšuf-ha!

aži means 'come!' and is followed by a verb conjugated in the second person:

aži tegles mɛa-ya! Come sit with me!

In Moroccan, when two verbs follow each other, the second verb is conjugated as well. After the imperative, the second verb appears in the second person present. It does not get the particle **ka-/ta-**, because it is an urging or invitation – the activity is not happening yet.

aži 38 ________________ smiyt-ek fe-l-kŭnnaš!

aži 39 ________________ l-xŭbz mɛa-ya!

aži 40 ________________ atay fe-đ-đaɍ!

The feminine imperative is made by adding an **i** after the masculine form. But **aži** already ends with the vowel **i**: you cannot have two consecutive vowels. So there is no difference between the masculine and the feminine imperative.

aži a mħemmed!

aži a faŧima!

The plural form of **aži is** not * **ažiu** but **ažiw** (the vowel **u** when following another long vowel changes into the semivowel **w**).

Exercises c and d deal with this.

47.c tfeđđel = there you go/please

The word **tfeđđel** is used when you offer something to someone. This may be something tangible (e.g. a cup of tea), or something else (holding the door open for someone so they can enter). **tfeđđel** is an imperative.

tfeđđel, šɍeb.	There you go (♂), drink.
tfeđđli, šeɍbi.	There you go (♀), drink.
tfeđđlu, šeɍbu.	There you go (pl.), drink.
tfeđđel, gles.	Please(♂), have a seat.
tfeđđli, gelsi.	Please(♀), have a seat.
tfeđđlu, gelsu.	Please (pl.), have a seat.

Notice that the imperative **tfeđđel(-i)** is followed by another imperative, so not by a verb in the second person present.

Exercise e deals with this.

47.d Introducing people to each other

You can introduce people to each other as follows:

> ħmed, hada xu-ya dris.
>
> ħmed, hadi x̂t-i ɛayša.

You can also use the verb 'to introduce' = **qeddem.**

> ħmed, nqeddem l-ek xu-ya dris.
>
> ħmed, nqeddem l-ek x̂t-i ɛayša.

Exercises f and g deal with this.

Exercises

Exercise 47.a

Give an affirmative answer to the first 4 questions and a negative answer to the last 4. Use 'I' in your answer if the question is asked from 'you'. Use 'he/she' if the question is about 'him/her'.

Example

given	**waš ta-taklu l-xŭbz?**
you, affirmative	**iyeh, ta-naklu l-xŭbz.**
you, negative	**la, ma-ta-naklu-š l-xŭbz.**

1 weld-ek, waš ta-yakŭl l-ħut?

2 waš ntuma ta-taklu ŧ-ŧažin?

3 dik l-bent, waš ta-takŭl l-lħem?

4 waš nti ta-tak̂li s-seksu?

5 waš nta ta-takŭl l-lħem de-l-ħewli?

6 d-drari, waš huma ta-yaklu l-ħut?

7 ntuma, waš ta-taklu l-xŭbz le-kħel?

8 ɍažl-ek, waš ta-yakŭl ŧ-ŧažin?

Exercise 47.b

Fill in conjugations of the verb 'to eat', adding negations and/or suffixes where needed.

nɛima a ħmed, waš ________________ l-ħut?

ħmed la, ________________ l-ħut walakin mɾat-i ________________ l-ħut.

nɛima u d-drari dyal-ek, waš huma ________________ l-ħut?

ħmed la, ħetta huma ________________. ɠir mɾat-i ________________ l-ħut.

u nti, waš ________________ l-ħut?

nɛima iyeh, ana u ɾažl-i ________________ -h bezzaf u ħetta ŧ-ŧažin ________________ bezzaf.

ħmed ħetta ħna ________________ ŧ-ŧažin bezzaf. ħetta mɾat-i u d-drari ________________ ŧ-ŧažin.

Exercise 47.c

Urge people to come to you (using the imperative form **aži** of **ažiw**) to do something with you.

Example

given **Tell Ali to come to you to see your house.**

you **a ɛli, aži tšuf đ-đaɾ dyal-i.**

1 Tell the children to come to you to see your car.

2 Tell Ahmed to come to the USA to work.

3 Tell Abdesslam to come have a drink with you (pl.).

4 Tell the children to come home.

5 Tell Fatima to come eat tajine with you.

6 Tell your father to come sit with you.

Exercise 47.d

Fill in **aži** or **ažiw** and a verb conjugation to form a correct sentence.

Example

given **a layla, ________________ atay mɛa-ya.**

you **a layla, aži tšeꞧbi atay mɛa-ya.**

1 a ꞧ-ꞧžal, ________________ mɛa-na.

2 a faŧima, ________________ atay fe-đ-đaꞧ.

3 a ħmed, ________________ ši ħaža fe-l-qehwa.

4 a m̂m̂-i, ________________ šwiya mɛa-na.

5 a xu-ya, ________________ ŧ-ŧažin.

6 a d-drari, ________________ le-ħlib fe-đ-đaꞧ dyal-i.

Exercise 47.e

Write sentences in which you offer something to someone, combining parts from the list below.

Ahmed	drink	something
sit down	bread	next to me
milk	in the chair	Fatima
outside	father	talk
sir	eat	with me

outside = **beꞧꞧa** | next to me = **ħda-ya** | with me = **mɛa-ya**

Example

loose parts **Ahmed / eat / bread / with me**

English sentence **Ahmed, eat bread with me!**

Moroccan **a ħmed, tfeđđel kul l-xŭbz mɛa-ya!**

or **tfeđđel a ħmed, kul l-xŭbz mɛa-ya!**

kul is an irregular imperative from the verb form **nta ka-takŭl.**

Now make 15 sentences offering these things to people.

Use each part of the list at least once.

Check your sentences with the aid of a Moroccan (lady).

Exercise 47.f

Below you read about your family. Now introduce your family members to a visitor named Moustafa.

Then respond as if you are Moustafa.

n-nas (the people), lli saknin mɛa-k fe-đ-đaɍ dyal-ek huma:

1. xu-k s̶-s̶g̶iɍ, smiyt-u ɛebd l-qader | 2. m̂m̂-ek | 3. mɍat-ek, smiyt-ha ɛayša | 4. weld-ek, smiyt-u mħemmed | 5. bent-ek, smiyt-ha mimuna

Example

1 a mus̶ŧafa, hada xu-ya s̶-s̶g̶iɍ ɛebd l-qader.

2 a mus̶ŧafa, hadi m̂m̂-i.

3 ______________________________.

4 ______________________________.

5 ______________________________.

Here is the same exercise with different family members.

n-nas lli saknin mɛa-k huma:

6. m̂m̂-ek | 7. b̂b̂a-k | 8. mɍat-ek, smiyt-ha xadiža | 9. d-drari dyal-ek | 10. x̂t-k s̶-s̶g̶iɍa, smiyt-ha ɛayša

Now use the verb **qeddem** when introducing people.

Example

6 a mus̶ŧafa, nqeddem l-ek m̂m̂-i.

7 ______________________________.

8 ______________________________.

9 __________________________.

10 __________________________.

Exercise 47.g

Find the right response in the right column for each expression in the left column.

1	s-salam ɛli-kŭm.	a	smeħ l-i, ma-ɛend-i-š l-weqt.
2	d-drari, la bas ɛli-hŭm?	b	waxxa, nšeɍbu atay.
3	yaƚƚah nšeɍbu ši ħaža.	c	la bas ɛli-ha, l-ħemdu li-llah.
4	kif dayra m̂m̂-ek?	d	huma bi-xiɍ.
5	be-s-slama.	e	ƚƚah ysellm-ek.
6	aži mɛa-ya le-đ-đaɍ.	f	ahlen a sidi.
7	ahlen wa sahlen.	g	metšerrfin a lalla.
8	aži tešɍeb l-qehwa f-le-ɛšiya.	h	baɍak ƚƚahu fi-k.
9	tfeđđel, gles hnaya.	i	in ša ƚƚah.
10	nqeddem l-ek mɍat-i.	j	wa ɛli-kŭm s-salam.

Living, accommodation and houses

Lesson 48

This is a fine place to live

Listen a few times to the following two dialogues between a man and a woman.

First dialogue

ɍ-ɍažel	semħi l-i a lalla, waš nti sakna f-had đ-đaɍ?
le-mɍa	iyeh, hadi đaɍ-i.
ɍ-ɍažel	kif dayra s-sukna fi-ha?
le-mɍa	s-sukna fi-ha mezyana. had đ-đaɍ ɛažba-ni. hiya kbira šwiya.
ɍ-ɍažel	šħal d-le-byut kaynin?
le-mɍa	kayen bit le-glas, kayen bit đ-đyaf, l-kuzina, l-ħemmam u tlata d-le-byut de-n-nɛas. had đ-đaɍ ɛažba-ni bezzaf.
ɍ-ɍažel	waš ɛažb-ek l-ħeyy?
le-mɍa	ħetta l-ħeyy ɛažeb-ni. l-ħemdu li-llah, n-nas fi-h mezyanin ta-nebǥi ž-žiran dyal-i bezzaf.

Second dialogue

le-mɍa	smeħ l-i a sidi, bǥit nsewwl-ek ši ħaža.
ɍ-ɍažel	tfeđđli a lalla.
le-mɍa	kif dayra s-sukna dyal-ek a sidi?
ɍ-ɍažel	s-sukna dyal-i? ma-mezyana-š!
le-mɍa	ɛlaš ma-mezyana-š?
ɍ-ɍažel	đ-đaɍ dyal-i đeyyqa u ɛend-i ɛa'ĭla kbira.

le-mɍa	šħal d-le-byut fi-ha?
ɍ-ɍažel	yałłah fi-ha žuž dyal le-byut. s-sukna qdima, ma-fi-ha-š l-ħemmam. had đ-đaɍ xayba.
le-mɍa	waš ɛažb-ek l-ħeyy a sidi?
ɍ-ɍažel	l-ħeyy xayeb u ž-žiran qbaħ, ma-ta-nebǥi-hŭm-š u đ-đaɍ kif walu. ħetta mul đ-đaɍ ma-mezyan-š. dima ta-yekri đ-đyuɍ l-xaybin.

Vocabulary

kif	1. how? 2. like
sukna	1. residence 2. living, accommodation
fi-ha	in her (= in it)
ɛažba-ni	pleases me
kayen/kaynin	there is/there are
bit le-glas	living room
đyaf (sing. đif)	guests
kuzina	kitchen
ħemmam	bathroom
l-bit de-n-nɛas	bedroom
ħeyy	neighbourhood
nas	people
ta-nebǥi	I love
žiran (sing. žar)	neighbours
nsewwel	I ask
ɛlaš	why?
đeyyeq	small, narrow
yałłah	only
qbaħ (sing. = qbiħ)	bad
walu	nothing
mul đ-đaɍ	the proprietor

dima	always
ta-yekri	he lets/he rents
kif walu	(like) nothing, is nothing much

Questions about the text

1 waš đ-đaɍ dyal le-mɍa mezyana?

2 waš kayen fe-đ-đaɍ dyal-ha bit đ-đyaf?

3 waš ta-tebǥi ž-žiran dyal-ha?

4 kif s-sukna dyal ɍ-ɍažel?

5 waš đ-đaɍ dyal-u kbira?

6 šħal d-le-byut kaynin fe-đ-đaɍ dyal-u?

7 waš ta-yekri đ-đaɍ dyal-u wella la?

Explanation

48.a Present tense conjugation of verbs of the type √bǥ^{a}/$_{i}$

First of all, let us explain the notation of the root **√bǥ^{a}/$_{i}$**. The two vowels **a** and **i**, separated by a slash, indicate which vowel is used in the past tense and in the present tense, respectively. So the vowel **i** is used in the present tense.

In the text you have seen some forms of new verbs, like:

1† ma-ta-nebǥi-š l-ħeyy

2 ta-nebǥi-ha

3 ta-yekri waħed đ-đaɍ

†From now on we will number example sentences, so that they are easier to refer to.

Sentences 1 and 2 contain the I-form of the verb 'to love'= **√bǥ^{a}/$_{i}$**. The complete conjugation of the singular is:

(ana)	ta-nebǥi
(nta)	ta-tebǥi

(nti) ta-tebǥi†

(huwa) ta-yebǥi

(hiya) ta-tebǥi

† Because you cannot have two consecutive vowels, there are no different forms for male and female second person; both are **ta-tebǥi**.

In Lesson 47 you have seen that if a vowel **i** might follow the vowel **u**, this vowel **u** changes into the semivowel **w**. This also happens in the plural of this verb.

(ħna) ta-nebǥiw

(ntuma) ta-tebǥiw

(huma) ta-yebǥiw

The conjugation of the verb to rent (root √**kr**^{a}/$_{i}$**)** follows the same pattern. Write down its full conjugation.[41]

Some other verbs of this type:

ta-yebni	he builds	root √**bn**^{a}/$_{i}$
ta-yešri	he buys	root √**šr**^{a}/$_{i}$
ta-yži	he comes	root √**ž**^{a}/$_{i}$
ta-yemši l- . . .	he goes to . . .	root √**mš**^{a}/$_{i}$†

† This verb has an irregular imperative that you should know. 'Go' is **sir** (feminine **siri**, plural **siru**). You can hear this for example in the expression **sir f-ħal-ek** or **sir b-ħal-ek,** meaning 'Get out of here'.

From now on we will call verbs of this type weak verbs. They are weak because the root has been 'weakened' by not having a consonant as its third radical. We can also say that the third radical is weak.

Exercises a, b and c deal with this.

48.b Expressing (dis)contentment

If you want to express your displeasure or your contentment with something, there are several ways to do this:

1 **Using an adjective**

Negative

4 s-sukna dyal-i ma-*mezyana*-š.†

5 đ-đaṛ dyal-i *đeyyqa*.

6 l-ħeyy *xayeb*.

7 ž-žiran *qbaħ*.

8 mul đ-đaṛ ma-*mezyan*-š.

9 dima ta-yekri đ-đyur l-*xaybin*.

Positive

10 s-sukna fi-ha *mezyana*.

11 n-nas fi-h *mezyanin*.

†You see that in Sentences 4 and 8 the adjectives are negated in a different way than you have seen so far. The negation is put around it, as it is with verbs. This happens occasionally.

Contentment or displeasure can be expressed by adjectives with a positive or a negative meaning.

When you are displeased you can choose from:

a a negated positive qualification **(ma-mezyan-š**)

b a disapproving qualification (**xayeb**)

Obviously, when you are content, you can do it the other way around.

Adjectives may be followed by šwiya or bezzaf.

12 had đ-đaṛ *đeyyqa šwiya*.

13 had l-ħeyy *xayeb bezzaf*.

14 had n-nas mezyanin bezzaf.

2 **Using the verb 'to like', if necessary with a negation**

This way you can say you do or do not like something.

15 ž-žiran qbaħ, *ma-ta-nebġi-hŭm-š*.

16 *ta-nebġi* ž-žiran dyal-i bezzaf.

You can only use this verb to say that you do or do not like people, food and drink or abstract concepts. So you can't use it for 'objects' like a house or a car.

3 **Using the word ɛažeb, if necessary with a negation**

Look at the examples below.

17 had đ-đaɍ *ɛažba-ni*.

18 had đ-đaɍ *ɛažba-ni* bezzaf.

19 waš *ɛažb-ek* l-ħeyy?

20 ħetta l-ħeyy *ɛažeb-ni*.

21 had l-ħeyy *ma-ɛažeb-ni-š*.

22 had đ-đar *ma-ɛažba-ni-š*.

If you translate the word **ɛažeb** with 'pleases . . . (me/you/him etc.)' it is probably easier to understand. **ɛažeb** is a participle so it can have the forms **ɛažeb** and **ɛažba**. If what does or does not please you is masculine, you use **ɛažeb**; if it is feminine, you use **ɛažba**. The person who is or isn't pleased is expressed by the suffix following **ɛažeb**/**ɛažba**.

4 **Using the expression** kif walu **as in the sentence below**

23 đ-đaɍ kif walu.

kif **walu** means something like 'is nothing much'.

Exercises d, e and f deal with this.

48.c Inquiring after (dis)contentment

In the two short dialogues in this lesson the interviewer inquired a few times after (dis)contentment:

24 kif dayra s-sukna dyal-ek?

25 kif dayer had l-ħeyy?

This way of asking ('how is . . .') is neutral. The answer can be both positive and negative.

waš ka-tebɣi atay?

waš ka-tebɣiw duk n-nas?

Also the participle **ɛažeb** can be used in a question.

waš ɛažb-ek had l-ħeyy?

waš ɛažba-h had le-mdina?

Exercises g and h deal with this.

48.d Two consecutive nouns

In this lesson's text you have seen the following examples of two consecutive nouns.

mul đ-đaɍ	owner-the house	the owner of the house
bit le-glas	room-the sitting	the sitting room
bit đ-đyaf	room-the guests	the guest room

Earlier, in Lesson 46, we have also seen:

ꞩbaħ l-xiɍ	morning-the good	<the> good morning
msa l-xiɍ	evening-the good	<the> good evening

The first noun never takes the article; the second does take the definite article.

Note that in the English translation of **mul đ-đaɍ** (the owner of the house) *both nouns* take the definite article.

These combinations are so-called genitive constructions. The second noun of the genitive construction (with the article) makes the first noun definite as well, so that this first noun does not need to take the article.

A noun cannot be doubly definite, so you can't say: * **l-mul đ-đaɍ**

The relation between both elements of a genitive construction is often possessive: **mul đ-đaɍ** the owner of the house.

But other relations may occur as well, e.g.:

element 1 is intended for element 2	bit đ-đyaf
element 1 contains element 2	msa l-xiɍ
element 1 is a part of element 2	bab đ-đaɍ
element 1 has as its function element 2	bit le-glas

Exercises

Exercise 48.a

Fill in verb forms containing the root given.

√bǥ^{a}/$_{i}$

1 ana ma-________-š had le-blad.

2 waš ________ ž-žiran dyal-kŭm?

3 hiya ________ l-ingliz šwiya.

4 ħna ma-________-š l-ħeyy dyal-na.

√bn^{a}/$_{i}$

5 b̂b̂a ________ waħed đ-đaɍ ždida.

6 duk n-nas ________ đ-đaɍ dyal-hŭm.

7 ħna ________ međɍaꞩa ždida.

8 ntuma ma-________-š đyuɍ-kŭm bħal **(like)** ħna.

√šr^{a}/$_{i}$

9 m̂m̂-i ________ l-xŭbz men l-ħanut.

10 waš nta ________ đaɍ ždida?

11 le-ɛyalat ma-________-š l-xŭbz men l-ħanut.

12 ana ________ le-ktub dyal l-međɍaꞩa.

√kr^{a}/$_{i}$

13 ħna ________ waħed đ-đaɍ đeyyqa.

14 waš ________ had đ-đaɍ a sidi?

15 mul đ-đaɍ ma-________-š đ-đyuɍ l-mezyanin.

16 waš ntuma ________ đ-đyuɍ f-had z-zenqa?

√mš^{a}/$_{i}$

17 b̂b̂a ________ l-l-ingliz baš **(to)** yexdem.

18 ħna dima ________ l-le-mdina baš nešriw kŭll ši.

19 waš nti ________ l-ɛend (to) b̂b̂a-k bezzaf?

20 dima fe-ꞩ-ꞩbaħ ________ l-l-xedma **(work)** dyal-i.

Exercise 48.b

Complete the grid below.

In each row you fill in verb forms of one root. All verbs are in the present tense.

English	*root*	*verb form*	*verb form*	*verb form*
to build	________	nta ________	huwa ______	ntuma ________
________	√bǥ^{a}/$_{i}$	ana ________	hiya ______	huma ________
________	________	nti ta-tekri	hiya ______	ħna ________
________	________	ana ________	huwa ______	huma ta-yemšiw
________	√ž^{a}/$_{i}$	nta ________	nti ________	ntuma ________

Exercise 48.c

Fill in verb forms on the lines:

1 waš b̂b̂a-k dima ________ l-fas. u nta, waš ________ mɛa-h? **(**fas **= Fez)**

2 ħna ka-nebǥiw had le-blad walakin b̂b̂a-na la, huwa ma-________-š had le-blad.

3 had n-nas ________ le-hnaya be-l-kaɍ. xu-ya ________ be-ŧ-ŧumubil dyal-u.

4 n-nas f-had l-ħeyy ________ đyuɍ-hŭm. waš nta ________ đaɍ-ek?

5 ħna ________ l-xŭbz men l-feɍɍan **(baker's oven).** fayn ________ l-xŭbz nti?

6 ana ma-________-š ž-žiran dyal-i, huma qbaħ. u ntuma, waš ________ ž-žiran dyal-kŭm?

Exercise 48.d

Fill in forms of the adjectives below on the lines. All qualifications are negative.

xayeb / đeyyeq / qbiħ / mezyan

1 l-ħeyy dyal-kŭm ________ šwiya.

2 ɛa'ĭlt-ek kbira, đ-đaɍ ________ šwiya.

3 ž-žiran dyal-i ma-________-š.

4 ta-nekri waħed l-bit ________ u ǥali.

5 z-zenqa dyal-na ma-________-š. đ-đyuɍ ________ u n-nas ________.

6 ŧ-ŧumubil dyal-ek ________.

Exercise 48.e

In the sound file you will be asked how you like something. The English text indicates how you feel about it. Express this using a nominal sentence (so without a verb).

Example

given	**kif dayra đ-đaꞧ dyal-ek?**	**(a little small)**
you	**đ-đaꞧ dyal-i đeyyqa šwiya.**	

1	kif dayra s-sukna f-kanada?	(very bad)
2	kif dayrin ž-žiran dyal-kŭm mɛa-kŭm?	(a bit bad)
3	kif dayra ŧ-ŧumubil dyal b̂b̂a-k?	(very old)
4	kif dayer l-ħeyy dyal-ek?	(a bit good)
5	kif dayra l-kuzina dyal-ek?	(very dirty)
6	kif dayra đ-đaꞧ dyal xu-k?	(very small)

Exercise 48.f

In the sound file you will hear somebody ask you whether something pleases you. Answer that it pleases you because the thing asked about is good, beautiful or tasty.

Example

given	**a ħmed, waš ɛažba-k had le-blad?**
you	**iyeh, ɛažba-ni had le-blad, hiya mezyana.**

1 a ħmed, waš ɛažba-k had ŧ-ŧumubil?

2 a r-ržal, waš ɛažba-kŭm had z-zenqa?

3 a faŧima, waš ɛažba-k đ-đaꞧ dyal-ek?

4 waš ɛažb-ek had l-bit a lalla?

5 a ħmed, waš ɛažb-ek had l-ħeyy?

6 a xu-ya, waš ɛažb-ek atay l-meǥribi?

7 a sidi, waš ɛažba-k s-sukna dyal-ek?

8 waš ɛažba-k l-makla l-meǥribiya a sidi?

Exercise 48.g

Ask someone how his/her . . . is. For each question we have listed the person to ask the question of and the thing to inquire about.

Example

given **mħemmed, school**

you **a mħemmed, kif dayra l-međŧasa dyal-ek?**

1 ɛayša, house
2 dris, car
3 nɛima, guest room
4 ħmed, baker's oven
5 faŧima, residence
6 xadiža, kitchen
7 mħemmed, neighbourhood
8 ɛebd s-slam, bathroom

Exercise 48.h

Somebody is talking about something in his surroundings. Ask him if he likes it/if it pleases him.

Example

given **ana ɛend-i đaŧ qdima.**

you **waš ɛažba-k dik đ-đaŧ le-qdima?**

1 ɛend-i ŧumubil ždida.
2 ana saken f-ħeyy ždid.
3 ana saken fe-l-meǥrib.
4 ta-yeskŭn ħda-ya mul đ-đaŧ.
5 dima ta-nakŭl l-xŭbz l-meǥribi.
6 fe-đ-đaŧ dyal-i ta-teskŭn waħed l-ɛa'ĭla meǥribiya.

Lesson 49

Moroccan houses are different from American ones

Listen to the story of a Moroccan woman living in the USA.

ana ka-neskŭn f-'new york'. ana karya waħed đ-đaɍ qɍiba men weꞩŧ le-mdina. hiya đaɍ 'aɍđiya, fi-ha žuž dyal ŧ-ŧebqat, s-sefli u l-fuqi kŭll žuž dyal-i. s-sukna f-merikan ma-ši bħal s-sukna fe-l-meǥrib. fe-l-meǥrib ta-neskŭn f-waħed đ-đaɍ fi-ha weꞩŧ đ-đaɍ u le-byut. le-byut ma-fi-hŭm-š sražem baš nšufu l-beɍɍa. ħetta l-'atat dyal đ-đaɍ ma-ši bħal ɛend-na fe-l-meǥrib.

fe-l-meǥrib n-nas kŭll-hŭm ɛend-hŭm s-sdader baš ka-ygelsu ɛli-hŭm. hna la. f-merikan ɛend-kŭm ŧ-ŧebla dyal ꞩ-ꞩalun u l-futuyat u ŧ-ŧebla dyal l-makla u le-krasa dyal-ha. hnaya kŭll ši ɛend-hŭm télévizyun†, fe-l-meǥrib la. yeɛni l-meǥrib kŭll-u ma-ši bħal merikan.

†The vowel é is a sound borrowed from French; it doesn't exist in Moroccan.

Vocabulary

ka-neskŭn	I live
ana karya	I <am> renting: I rent/I let
qɍib men	near
weꞩŧ le-mdina	the centre of town (genitive construction)
đaɍ 'aɍđiya	ground-floor flat
ŧebqat (sing. ŧebqa)	floors
l-fuqi	upper floor
kŭll žuž	both
bħal	like
weꞩŧ đ-đaɍ	courtyard
sražem (sing. seržem)	windows

baš	to . . .
l-beɍɍa	outside
l-'atat (pl.)	the furniture
kŭll-hŭm	all of them
sdader (pl.)	Moroccan sofas
ꞩalun	the salon
futuyat (sing. futay)	armchairs
kŭll ši	everyone, everything
kŭll-u	completely
yeɛni	'that means', that is

Questions about the text

1 đ-đaɍ dyal had le-mɍa, waš fi-ha tlata dyal ŧ-ŧebqat?

2 đ-đaɍ dyal-ha f-merikan, waš fi-ha weꞩŧ đ-đaɍ?

3 aš kayen fe-ꞩ-ꞩalun l-merikani?

4 ꞩ-ꞩalun l-meǥribi, aš kayen fi-h?

Explanation

49.a Verbs with short u (ŭ) in the present tense

Look at the verb forms below:

1 ana *ka-neskŭn* f-'new york'.

2 tfeđđel, dxŭl. (47)

What is unusual about these forms?
Some more forms of these verbs are given below:

√skn

3 b̂b̂a *ta-yeskŭn* fe-l-meǥrib.

4 nta *ta-teskŭn* f-đaɍ ždida.

5 d-drari *ta-yseknu* f-merikan.

√dxl

6 *ta-nedxŭl* men (= through) l-bab.

7 nta *ta-tedxŭl* fe-đ-đaɍ dyal-i.

8 huma *ta-ydexlu* fe-l-međɍasa.

The unusual thing is that instead of the unstable short vowel **e**, the equally unstable **ŭ** appears if the third radical is not followed by a vowel. So the complete conjugation of the present tense of the verb 'to live' is:

ana	ta-neskŭn	ħna	ta-nseknu
nta	ta-teskŭn	ntuma	ta-tseknu
nti	ta-tsekni	huma	ta-yseknu
huwa	ta-yeskŭn		
hiya	ta-teskŭn		

The same **ŭ** appears in the imperative:

dxŭl!	(vgl. ta-tedxŭl = you ♂ enter)
dexli!	(vgl. ta-tdexli = you ♀ enter)
dexlu!	(vgl. ta-tdexlu = you (pl.) enter)

The following verbs also have the short vowel ŭ in the present tense for the persons ana, nta, huwa, hiya:

√xrž	to go out
√skt	to be silent
√sxn	to be hot

Some Moroccans do the same in the verb 'to drink':

ka-nešɍŭb, ka-tešɍŭb, ka-yešɍŭb (other speakers: ka-tešɍeb etc.)

Exercises a, b and c deal with this.

49.b bħal = like

Read the following sentences from the text in this lesson.

s-sukna f-merikan ma-ši *bħal* s-sukna fe-l-meǥrib.

l-atat dyal đ-đaɍ ma-ši *bħal* ɛend-na fe-l-meǥrib.

l-meǥrib kŭll-u ma-ši *bħal* merikan.

Here you see **bħal** 3 times in combination with the negation **ma-ši**, but it most certainly can be used in affirmative sentences as well:

s-sdader *bħal* le-fraš, tegles ɛli-hŭm.	sofas <are> like the bed, you sit on it.
n-namusiya *bħal* le-fraš, tenɛes ɛli-ha	'namusiya' <is> like the bed, you lie on it.

In the sentences above, **bħal** is mentioned in between the 2 things that are compared. There is another way to use it: To state that 2 things are exactly the same you use **bħal bħal**, but you don't say that until after you have mentioned those 2 things.

đ-đaɍ dyal-kŭm u đ-đaɍ dyal-i	Your house and my house
bħal bħal.	<are> the same.
hadu *bħal bħal.*	These <are> the same.

Exercises d and e deal with this.

49.c kŭll = all

Look at these sentences which you have seen before:

9 ɛa'ĭlt-u kŭll ši, fe-l-ingliz. (43)

10 kŭll ši la bas, l-ħemdu li-llah. (46)

11 s-sefli u l-fuqi, *kŭll* žuž dyal-i.

12 *kŭll* ši ɛend-hŭm télévizyun.

13 l-meǥrib *kŭll*-u ma-ši bħal merikan.

14 n-nas *kŭll*-hŭm ɛend-hŭm s-sdader.

In each of these examples we see the word **kŭll**, but used in different ways:

kŭll occurring *before a numeral* = all . . .

11 s-sefli u l-fuqi, *kŭll žuž* dyal-i. (. . . all 2 (both) . . .)

15 ɛend-i tlata de-đ-đyuɍ, *kŭll tlata* ždad. (. . . all 3 . . .)

16 had đ-đaɍ fi-ha setta d-le-byut, *kŭll setta* ɛamrin. (. . . all 6 . . .)

kŭll ši = everything; can be used independently as a subject, predicate, object or adverbial adjunct:

Subject

10 *kŭll ši* la bas, l-ħemdu li-llah.

12 *kŭll ši* ɛend-hŭm télévisiun.

17 *kŭll ši* mezyan.

18 waš ɛend-ek *kŭll ši*?

19 ɛend-i *kŭll ši*, ɛend-i l-paṣpuṛ u le-flus.

Object

20 ta-nešri *kŭll ši*.

21 l-weld ta-yešṛeb *kŭll ši*.

Predicate

22 waš hada *kŭll ši*? ɛend-ek ġir l-xŭbz u l-ma?

23 iyeh, hada *kŭll ši*.

9 ɛa'ĭlt-u *kŭll ši*, fe-l-ingliz.

kŭll with one of the *suffixes* **-u, -ha** or **-hŭm** following a noun = all of, entire:

13 l-meġrib *kŭll-u* ma-ši bħal merikan.

14 n-nas *kŭll-hŭm* ɛend-hŭm s-sdader.

24 le-mdina *kŭll-ha*.

25 đ-đyuṛ *kŭll-hŭm*.

Exercises f, g and h deal with this.

Exercises

Exercise 49.a

Complete the grid below. Use verb forms of one root in each row. All verb forms are present tense.

	Root	*Verb forms*		
1	________	nti ta-tsekti	hiya ________	ntuma ________
2	√xrž	ana ________	huwa ________	ħna ________
3	________	nta ________	huwa ta-yeskŭt	ntuma ________
4	________	nta ta-tedxŭl	hiya ________	huma ________
5	________	ana ________	nti ________	ħna ta-nseknu
6	√skn	nta ________	hiya ________	huma ________
7	________	nta ________	nti ka-txerži	ħna ________
8	________	nta ________	huwa ________	huma ta-ydexlu

Exercise 49.b

Select the verb forms that can be inserted into Sentences 1 to 10. Four forms will be left over at the end. Then translate the completed sentences.

skŭt	sektu	ta-yseknu	ta-tseknu
ta-yexrŭž	ta-yeskŭn	ta-tdexli	ta-tsekni
dexli	ta-txerži	ta-teskŭn	
ta-neskŭt	ta-yxeržu	ta-nedxŭl	

1 tfeđđli, ________ hada bit đ-đyaf.

2 mul đ-đaɍ ________ f-ħeyy axŭɍ.

3 daba d-drari ________ men l-međɍas̵a.

4 ________ a mħemmed! bǥit nekteb ši ħaža.

5 ħmed ________, ɛend-u mewɛid fe-l-xemsa.

6 fayn ________ a faŧima?

7 a le-wlad, waš ________ f-waħed đ-đaɍ đeyyqa?

8 fe-t-tmenya ________ l-l-fabrika.

9 ________ a d-drari, xu-kŭm naɛes.

10 ž-žiran ________ f-waħed đ-đaɍ bħal đaɍ-na.

Exercise 49.c

Fill in verb forms in the 2 dialogues. Each dialogue requires several forms of one verb.

ɛayša	waš ________ f-đaɍ mezyana a sidi?
dris	la, ________ f-đaɍ đeyyqa bezzaf. ɛa'ĭlt-i kŭll-ha ________ fe-đyuɍ đeyyqin. u nti, waš ________ f-sukna mezyana?
ɛayša	ana u ɍažl-i ________ f-waħed đ-đaɍ qdima bezzaf.
mimuna	đ-đaɍ dyal-i bħal dyal-ek, ________ a ħmed!
ħmed	semħi l-i, ma-______-š ________, ma-ɛend-i-š l-weqt.
mimuna	meɍɍa x̂ɍa. in ša łłah, ǥadi† ________ l-ɛend-i u takŭl ši ħaža.
ħmed	waxxa, meɍɍa x̂ɍa in ša łłah, ǥadi ________, ana u mɍat-i.

† **ǥadi** is the verb particle expressing future, replacing **ka-/ta-** before the verb.

Exercise 49.d

Someone tells you they own something with a certain attribute.
Respond by saying you have the same . . .

Example

given	**šuf(i), ɛend-i kebbuŧ ždid!**
you	**l-kebbuŧ dyal-i bħal hadak dyal-ek.**

1 šufu a r-ržal, ɛend-na ŧumubil ždida.

2 šuf a ħmed, ɛend-i sdader ždad.

3 šuf a sidi, had s-sražem kbaɍ bezzaf.

4 šufi a xadiža, hadi đaɍ-i.

5 šufu a le-ɛyalat, hadu l-futayat dyal-i.

6 hadu l'atat ž-ždad dyal-i.

Exercise 49.e

Someone asks you if that . . . is the same as your . . . Answer that this is not the case: 'No, mine isn't the same.'

Example

question	**waš dik ŧ-ŧumubil bħal ŧ-ŧumubil dyal-ek?**
you	**la, hadik dyal-i ma-ši bħal bħal.**

1 waš dik l-magana bħal l-magana dyal-ek?

2 waš dak s-sarut bħal s-sarut dyal-ek?

3 waš duk đ-đyuɍ bħal đ-đyuɍ dyal-kŭm?

4 waš dik ž-žellaba bħal ž-žellaba dyal-ek?

5 waš dak le-ktab bħal le-ktab dyal-ek?

Exercise 49.f

Someone tells you: 'I have 3 (4, 5, etc.) . . .'

Respond by asking (slightly amazed): 'Are all . . . yours?'

Example

given	**εend-i tlata de-ŧ-ŧumubilat.**
you	**waš haduk t-tlata kŭll-hŭm dyal-ek?**

1 εend-i ɍebεa de-đ-đyuɍ.

2 εend-na xemsa d-le-byut.

3 εend-i žuž d-le-ħwanet.

4 εend-na setta de-l-futayat.

5 εend-na žuž de-ŧ-ŧebqat.

6 εend-i tlata de-ŧ-ŧumubilat.

Exercise 49.g

Respond to the questions below by answering that the entire or all of the subject(s) discussed has/have the attribute mentioned. So use kŭll in your answer.

Example

given	**waš had l-međɍasa ždida?**
you	**iyeh, l-međɍasa kŭll-ha ždida. (Yes, the entire school is new.)**

1 waš l-kuzina nqiya (clean)?

2 waš s-suq xawi?

3 waš ŧ-ŧebqa ɛamɍa?

4 waš s-sdader ždad?

5 waš s-sražem mwessxin?

6 waš le-ħwanet meħlulin?

Exercise 49.h

Fill in kŭll / kŭll ši / kŭll-u/-ha/-hŭm on the lines.

Some sentences have 2 lines, where you will have to choose the correct place to put your chosen phrase. So you don't need to put 2 forms.

1 kif dayra nti, ________ la bas ________?

2 duk xemsa dyal le-ħwala ________ dyal-i.

3 ________ f-le-mdina ________ ǥadi tšuf le-ħwanet le-kbaɍ.

4 duk tlata dyal d-drari, waš ________ dyal-ek?

5 fe-blad-na ________ n-nas ________ mzewwžin.

6 fe-l-meǥrib đ-đyuɍ ________ bħal had đ-đaɍ hadi.

Lesson 50

In the old town the buildings are close together

Listen a few times to the following text about the difference between living in the old town (the medina) and living in the new town. When you have listened to it a few times, you can read along in the book.

ana ta-neskŭn f-ħeyy qdim u had l-ħeyy le-qdim dima ta-ykunu z-znaqi fi-h s̵g̵aɍ ma-ta-yemken-š tedxŭl ŧumubil. f-fas matalăn đ-đyuɍ kbaɍ bezzaf u ħin texrŭž men bab đ-đaɍ tšuf zenqa s̵g̵iɍa. tešri maryu kbir wella ši ħaža kbira, ma-ta-yemken-š yedxŭl. ta-yemken ykun ħda đ-đaɍ dyal-ek l-ħemmam wella l-feɍɍan u ta-yži le-ħmum, dak š-ši le-kħel dyal l-feɍɍan u s̵-s̵ehd. le-bni ž-ždid ma-ši bħal le-bni le-qdim. daba ma-ta-yemken-š tkun s-sukna ħda l-feɍɍan, ma-ta-ykun-š ħda-k l-ħemmam. daba n-nas ta-yfekkɍu qbel-ma yebniw. le-bni le-qdim, s-sukna fi-ha ɍxis̵a šwiya. waħed s-sukna dyal tlata d-le-byut u l-kuzina tekri-ha b-xemsŧašel alef ryal, u bħal had s-sukna f-ħeyy ždid ta-yemken l-ek tekri-ha be-tlatin alef ryal.

Vocabulary

ta-ykunu	they are
ma-ta-yemken-š	it's not possible
fas	Fez
matalăn	for example
ħin	if, when
maryu	cupboard
ħemmam	bathhouse
feɍɍan	baker's oven†
ħmum	soot
dak š-ši	that stuff (lit. 'that something')

s̵ehd	heat
bni	building
ta-yfekkɍu	they think
qbel-ma	before
xemsŧašel	15
alef	thousand
ryal	1/20 of a dirham
derhem (pl. drahem)	dirham
ta-yemken l-ek	it is possible that you

†An oven where people bring their homemade bread to be baked, which they pick up later.

Questions about the text

1 waš ta-yemken l-ek tedxŭl be-ŧ-ŧumubil f-ħeyy qdim?

2 f-le-bni ž-ždid waš ta-ykunu đ-đyuɍ ħda l-feɍɍan?

3 f-le-bni ž-ždid waš ta-yži l-ek s̵-s̵ehd dyal l-ħemmam?

4 waš s-sukna ǥalya f-le-bni le-qdim wella f-le-bni ž-ždid?

Explanation

50.a 'It is possible that . . .'

In the text you have seen the following sentences:

1 ma-*ta-yemken*-š tedxŭl ŧumubil.

2 ma-*ta-yemken*-š yedxŭl.

3 *ta-yemken* ykun ħda đ-đaɍ dyal-ek l-ħemmam.

4 daba ma-*ta-yemken*-š tkun s-sukna ħda l-feɍɍan.

5 . . . had s-sukna . . . *ta-yemken* l-ek tekri-ha be-tlatin alef ryal.

What is the common element you can see in all these sentences? This common element is also seen in combination with the negation **ma-. . .-š**.

The common element is yemken, which looks like a verb. But this verb only has one form, and that is **(ta-/ka-)yemken**. The verbs following **yemken** do get conjugated.

Can you explain this if you know that **ta-yemken** means 'it is possible that . . .'? Try to find this explanation before reading on.

ta-yemken is a verb, but it is impersonal. That means that it always has the same form, regardless of person. It is followed by a 'normal' verb in the present tense that does get conjugated.

l-weld *ta-yemken* yegles ħda-ya.

l-bent *ta-yemken* texdem f-ħułanđa.

r-ržal *ta-yemken* ydexlu fe l-hanut.

Can you think of why there is no **ka-/ta-** before **yegles, texdem** and **ydexlu**? If you don't know, look in Lesson 47.b.

In Example 5 you see that ta-yemken is followed by the preposition **l-** = for, and the suffix **-ek** = you. So **ta-yemken l-ek** means 'it is possible for you to . . .'. **l-ek** indicates the subject of the main verb, as it were. This **l-ek** is part of the verb so comes within the negation **ma-. . .-š**.

ma-ta-yemken-l-ek-š tedxŭl men l-bab.

ma-ta-yemken-l-ek-š tekri had đ-đaɍ, hiya ǥalya.

Indicating the subject like this usually only happens if the subject is a person. There is hardly any difference in meaning between

ta-yemken l-u yešri ši ħaža, and

ta-yemken yešri ši ħaža.

or between

ta-yemken l-ha tešri ši ƶeɍbiya, and

ta-yemken tešri ši ƶeɍbiya.

yemken l-. . . can also mean 'can' in the sense 'to be allowed to'.

waš *yemken l-i* nešri hada?

iyeh, *yemken l-ek* tešri-h.

You can translate the question with 'Can I buy this?' and the answer with 'Yes, you can buy it'.

Exercises a, b and c deal with this.

50.b The present tense of the verb 'to be'

You have learnt earlier that Moroccan doesn't have a verb like the English copula 'to be', connecting the subject and the predicate. That is not completely true, however. Look at the examples below, all from this lesson:

6 dima *ta-ykunu* z-znaqi fi-h ꞩǥaɍ.

7 ta-yemken *ykun* ħda đ-đaɍ dyal-ek l-feɍɍan.

8 ma-ta-yemken-š *tkun* s-sukna ħda l-feɍɍan.

9 ma-*ta-ykun*-š ħda-k l-ħemmam.

In simple sentences (subject + predicate) you usually don't need a copula. But sometimes you will encounter the copula **√k**^{a}**/**$_{u}$**n**.

If yemken would be followed by a subordinate clause without a verb, after **yemken** a form of **√k**^{a}**/**$_{u}$**n** appears.

s-sukna ħda l-feɍɍan.

ta-yemken *tkun* s-sukna ħda l-feɍɍan.

ma-ta-yemken-š *tkun* s-sukna ħda l-feɍɍan.

mɍat-u galsa ħda-h.

ta-yemken *tkun* mɍat-u galsa ħda-h.

ma-ta-yemken-š *tkun* mɍat-u galsa ħda-h.

A form of **√k**^{a}**/**$_{u}$**n** also appears in universal statements. The universality can be accentuated by a word like **dima** (always) or **ǥaliben** (usually).

l-ħeyy le-qdim, z-znaqi fi-h ꞩǥaɍ.

l-ħeyy le-qdim, dima *ta-ykunu* z-znaqi fi-h ꞩǥaɍ.

đ-đyuɍ, fi-hŭm druž (= stairs).

đ-đyuɍ, ǥaliben *ta-ykunu* fi-hŭm druž.

In these cases **√k**^{a}**/**$_{u}$**n** is conjugated with the particle **ka-/ta-**. Example 9 (**ma-ta-ykun-š ħda-k l-ħemmam**) actually is a universal statement as well. ('Now there is no bathhouse beside you'; or more freely translated: 'These days you no longer have a bathhouse beside you'.)

You may have noticed that the conjugation of **√k**^{a}**/**$_{u}$**n** in the present tense is the same as the conjugation of **√š**^{a}**/**$_{u}$**f**. Write down the complete conjugation of **√k**^{a}**/**$_{u}$**n**.

Exercises d and e deal with this.

50.c When not to use ka-/ta-

You have seen several cases where a verb in the present tense was not preceded by the particle **ka-/ta-**. Below you see a few more (with the lesson they occurred in). Work out for each of these cases why there is no **ka-/ta-**.

10	yałłah nšeɍbu ši ħaža.	(45)
11	fe-l-xemsa d-le-ɛšiya nšeɍbu atay.	(46)
12	aži takŭl ši ħaža.	(47)
13	bǥit nsewwl-ek ši ħaža.	(48)
14	le-byut, ma-fi-hŭm-š sražem baš nšufu l-beɍɍa.	(49)
15	ma-ta-yemken-š tedxŭl ŧumubil.	
16	ħin texrŭž men bab đ-đaɍ tšuf zenqa sǥiɍa.	
17	n-nas ta-yfekkɍu qbel-ma yebniw.	

Summarizing: there is no ka-/ta-:

- in an exhortation/suggestion/invitation to do something (10);
- in a prediction/expectation (11);
- after a (modal) auxiliary indicating that the activity is not already occurring or doesn't occur regularly (12, 13, 15);
- after a conjunction indicating that the activity is not already occurring or doesn't occur regularly (14, 16, 17).

50.d Numerals 11 to 100

The numerals 11 to 19 take an elongated form before a (singular!) noun. **-el** or **-eɍ** is placed after the base form: **ħdašel** or **ħdašeɍ**.

The numerals 11 to 19 are as follows:

loose	*followed by a noun*
ħdaš **(11)**	ħdašel/-eɍ ɍažel **(11 men)**
ŧnaš **(12)**	ŧnašel/-eɍ sana **(12 years)**
tleŧŧaš **(13)**	tleŧŧašel/-eɍ ħemmam **(13 bathhouses)**
ɍbeɛŧaš **(14)**	ɍbeɛŧašel/-eɍ feɍɍan **(14 baker's ovens)**

xemsŧaš **(15)** xemsŧašel/-eŗ alef **(15 thousand)**

seŧŧaš **(16)** seŧŧašel/-eŗ ŧebqa **(16 floors)**

sbeɛŧaš **(17)** sbeɛŧašel/-eŗ seržem **(17 windows)**

tmenŧaš **(18)** tmenŧašel/-eŗ s̶alun **(18 salons)**

tseɛŧaš **(19)** tseɛŧašel/-eŗ futay **(19 armchairs)**

In the text in this lesson you have seen:

. . . b-xemsŧašel alef ryal

. . . be-tlatin alef ryal

The word **alef** 'thousand' is regarded as a normal noun: **xemsŧašel alef**.

One **ryal** is 1/20 dirham. Many Moroccans count in this currency. So 15,000 ryal a month is 750 Dh a month.

In the north of Morocco one **ryal** is half a dirham. People also sometimes count in francs. One franc is 1/100 dirham.

You already know the numerals 20 and 30: **ɛešŗin, tlatin**. The other tens are:

ŗebɛin (40)

xemsin (50)

settin (60)

sebɛin (70)

tmanin (80)

tesɛin (90)

miya (100)

You have learnt in Lesson 42.b that compound numerals are formed differently from English: first the unit, then the conjunction **u** and then the ten.

sebɛa u settin	67
tlata ________	83
________	99

The numerals 11 to 99 are followed by a singular noun:

sebɛa u settin sana	67 years
xemsa u ɍebɛin ħewli	45 sheep

Exercises h and i deal with this.

Exercises

Exercise 50.a

Below are 8 wishes ('I would like . . .'). To fulfil each wish, you have to say: 'Can I . . .', like in the example.

Example

given	**bǥit negles f-had l-bit.**
you	**waš ta-yemken l-i negles f-had l-bit?**

1 bǥit nekri đ-đaɍ dyal-i.

2 bǥit nešri maryu ždid.

3 bǥit nži ɛend-ek ǥedda.

4 bǥit nsewwl-ek ši ħaža.

5 bǥit nešɍeb ši qehwa.

6 bǥit nebni waħed đ-đaɍ ždida.

7 bǥit nemši l-l-feɍɍan.

8 bǥit negles ħda-k.

Exercise 50.b

Make questions that would get the answers below. The word meɛlum means 'of course' and can be used when granting a request.

Example

given	**meɛlum, kteb fe-l-kŭnnaš!**
you	**waš yemken l-i nekteb fe-l-kŭnnaš?**

1 meɛlum, heđɍi be-l-ɛeɍbiya!

2 meɛlum, ŧfeđđel, sewwel-ni!

3 meɛlum, ŧfeđđel, gles ħda-ya!

4 meɛlum, yemken l-kŭm tešriw duk le-ktub.

5 waxxa, dexlu fe-l-bit.

6 waxxa, aži ɛend-i.

🎧 Exercise 50.c

Answer the questions below saying that the person concerned cannot do the thing asked. Choose from the reasons given below a possible reason why the thing asked cannot be done.

huwa mʀiđ bezzaf / đ-đaʀ ɛend-na đeyyqa / ma-ɛend-u-š le-flus / ma-yeqđeʀ-š

Example

given	**waš b̂b̂a-k gadi yži l-kanada?**
you	**la, ma-yemken-l-u-š yži l-kanada, ma-ɛend-u-š le-flus.**

1 waš xu-k ta-yexdem fe-l-fabrika?

2 waš b̂b̂a-k ta-yebni đ-đaʀ dyal-kŭm?

3 waš ʀ-ʀažel ta-yakŭl l-xŭbz?

4 waš xu-k gadi yešri ŧumubil ždida?

5 waš b̂b̂a-k ta-yeskŭn mɛa-kŭm?

6 waš gadi tekri dak l-bit l-fuqi (upstairs room)?

🎧 Exercise 50.d

Fill in forms of √k/$_u$n.

1 nti, ta-yemken ________ ɛend-ek bit axŭʀ?

2 fe-l-ingliz n-nas ta- ________ mezyanin ši šwiya.

3 fe-l-ħeyy le-qdim dima ta- ________ z-znaqi đeyyqin.

4 waš yemken ________ ɛend-i ŧumubil ždida?

5 ħna, ma-ta-________-š dima feʀħanin.

6 l-xŭbz l-megribi ________ ldid bezzaf.

Exercise 50.e

Give affirmative answers to the questions. Use in your answers a conjugated form of √**k**^{a}/$_{u}$**n** in the present tense, so that the sentence is universal.

Example

given	**waš n-nas f-kanada mezyanin?**
you	**iyeh, n-nas f-kanada ta-ykunu mezyanin.**

1 waš đ-đyuɍ f-had le-blad k̂baɍ?

2 waš l-qehwa ǥalya fe-l-meǥrib?

3 waš εend-kŭm ꞩ-ꞩehd fe-l-meǥrib?

4 waš le-mǥaɍba nas mezyanin?

5 waš l-ħeyy le-qdim xayeb?

6 waš đ-đaɍ dyal-kŭm đeyqqa?

Exercise 50.f

On the lines, fill in forms of the root indicated for each sentence. Decide if the particle ka-/ta- or the future particle ǥadi should be added.

√k^{a}/$_{u}$n

l-ħeyy ________ mezyan.

n-ngalza ǥaliben ________ nas mezyanin.

√xrž

ħin ________ men bab đ-đaɍ ǥadi tšuf l-feɍɍan.

d-drari dima ________ men l-međɍaꞩa fe-t-tlata d-le-εšiya.

√akl

a ħmed, aži ________ ši ħaža!

le-mǥaɍba ǥaliben ________ l-xŭbz.

Exercise 50.g

Fill in verb forms in the texts below. The verb forms are given in random order before the text. Both texts have a few superfluous verb forms that don't fit anywhere.

Choose from **nebni / ta-yeskŭn / ta-ykun / ta-yekri / ta-yseknu / ta-nešriw / yebni / ta-nebgiw / ta-yebgiw/ ta-tkun / bgit**

b̂b̂a mrat-i ________ l-na waħed đ-đar dyal-u. ħna, ana u mrat-i ma-________-ha-š. ma-________-š fi-ha kuzina mezyana u ma-________-š fi-ha l-ħemmam. xu mrat-i ________ f-ħeyy axur. đ-đar dyal-u đeyyqa šwiya walakin huwa gadi ________ žuž d-le-byut l-fuq. ħetta ana ________ ________ ši byut l-fuq walakin ɛend-i ž-žiran lli ________ l-fuq **(upstairs).**

Choose from **ta-ygelsu / ta-ykunu / ta-ysewwlu / ta-yemken / tšuf / tedxŭl / ygelsu / ykun / ta-yemken l-ek**

fe-đ-đar l-megribiya ____ ____ 'atat lli ma-ši bħal l'atat l-merikaniya. matalăn le-mgarba ________ ɛla sdader u l-merikaniyin ɛend-hŭm l-futuyat baš ________ ɛli-hŭm. đ-đyur fe-l-megrib ma-________-š bħal đ-đyur f-merikan. fe-đ-đar l-megribiya ________ ________ fi-ha west đ-đar, đ-đar l-merikaniya la.

Exercise 50.h

Here you see several additions, 5 without objects mentioned and 5 with objects mentioned. **za'id** means 'plus', **tusawi** means 'equals'.

If necessary, write out the complete additions before you pronounce them and check them in the sound file.

Example

25 + 16 = 41

xemsa u ɛešrin za'id settaš tusawi waħed u rebɛin

13 men + 8 men = 21 men

tlettašer ražel za'id tmenya de-r-ržal tusawi waħed u ɛešrin ražel

20 + 15 =

18 + 34 =

61 + 19 =

17 + 8 =

39 + 9 =

3 glasses + 27 glasses =

14 busses + 8 busses =

9 cities + 13 cities =

34 judges + 2 judges =

18 chairs + 7 chairs =

Exercise 50.i

Read the following text:

ana, ma-ɛend-i-š l-muškila dyal s-sukna. bezzaf d-le-mǥaɍba ɛend-hŭm sukna qdima u ma-ta-yꞩelħu-ha-š. ta-yđennu: ɛlaš neꞩłeħ đaɍ-i, l-ɛam ž-žay nemši f-ħal-i, nemši l-l-meǥrib. ta-yži hadak l-ɛam, ma-ta-yemši-š. ɛawed-tani ta-yqul: l-ɛam ž-žay. ma-ka-yeɛɍef-š fuq-aš ǥadi yeɍžeɛ l-l-meǥrib.

l-muškila	the problem
bezzaf d-le-mǥaɍba	many Moroccans
ta-yꞩelħu	they repair
ta-yđennu	think
l-ɛam ž-žay	next year
f-ħal-i	away, home
ɛawed-tani	again
ma-ka-yeɛɍef-š	he doesn't know
fuq-aš	when
yeɍžeɛ	he returns

The questions below, combined with the text above, provide a topic of conversation. Ask the questions of a Moroccan (lady), and try to understand bits of the answers.

1 kif dayra s-sukna dyal-ek?

2 fuq-aš ǥadi teɍžeɛ l-l-meǥrib?

3 waš bǥiti teꞩłeħ đ-đaɍ dyal-ek?

4 waš bǥiti tešri đ-đaɍ wella bǥiti tekri đ-đaɍ?

5 l-ɛam ž-žay waš ǥadi temši l-l-meǥrib?

Food and drink

Lesson 51

Moroccans eat 4 times a day

Listen to a Moroccan talking about Moroccan eating habits.

ħna, le-mgaɍba, ta-naklu ɍebɛa de-l-meɍɍat fe-n-nhaɍ. fe-s-sbaħ ta-nfetɍu be-l-qehwa 'aw b-atay mɛa šwiya de-l-xŭbz u z-zebda u l-konfitur. f-weqt le-gda ta-naklu s-seksu wella t-tažin u kayen n-nas lli ta-yaklu ħetta šlađa u ši ħaža dyal l-fawakĭh bħal t-teffaħ u l-ɛineb. mɛa s-setta d-le-ɛšiya ta-nšeɍbu l-qehwa u beɛđ l-meɍɍat ka-naklu l-makla lli xfifa. mɛa t-tesɛud de-l-lil ka-naklu meɍɍa tanya l-makla lli sxuna, yeɛni s-seksu aw t-tažin. walakin beɛđ n-nas ta-yaklu ɛša xfif, ma-fi-h-š l-idam. ta-yšeɍbu le-ħrira wella ta-yaklu s-seksu be-s-sŭkkaɍ. ħna ma-ta-naklu-š l-batata bezzaf. 'amma l-lħem u l-xŭđɍa, ta-naklu-ha bezzaf, bħal n-ngalza.

Vocabulary

mgaɍba (pl.)	plural of megribi (Lesson 42)
meɍɍat (pl.)	plural of meɍɍa (43)
nhaɍ	day
ta-nfetɍu	we have breakfast
'aw	or
zebda	butter
konfitur	jam
weqt le-gda	lunchtime (gda = masculine)
s-seksu	couscous
tažin	tajine (type of stew)
lli	that

šłađa	salad
fawakĭh (pl.)	fruit
teffaħ (masc sing)	apples (1 apple = teffaħa)
ɛineb (masc sing)	grapes
beɛđ l-meřřat	several times/sometimes
makla	food
xfif	light (food)
lil	evening/night
tani (tanya ♀)	second
sxun	warm
beɛđ n-nas	several/some people
ɛša ♂	dinner
idam	fat
ħrira	Moroccan soup
bařařa	potatoes
'amma	as for
xŭđřa	vegetables

Questions on the text

1 le-mġařba, šħal de-l-meřřat ta-yaklu fe-n-nhař?

2 waš ta-yaklu ši ħaža sxuna f-le-fŧuř?

3 šnu ta-yaklu f-weqt le-ġda?

4 waš ta-yaklu s-seksu fe-t-tesɛud de-l-lil?

5 waš le-mġařba ta-yaklu l-bařařa bezzaf?

6 s-seksu waš fi-h l-idam?

7 waš le-ħrira makla xfifa?

8 waš n-ngalza ta-yaklu l-xŭđřa bezzaf?

Explanation

51.a Relative clauses

Before we start discussing main and relative clauses in Moroccan, it may be useful to look at English first.

You use relative clauses in order to be more efficient in your speech. You can say: 'I see a man. The man is big.' Here you use two sentences. You can also state this in a shorter way: 'I see a man who is big' or 'The man whom I see is big.'

In both cases you have merged two separate sentences sharing a common element into a main clause with a relative clause. The common element in the two separate sentences, explicitly mentioned in the main clause, is the antecedent. The antecedent is explicitly mentioned in the main clause, and implicitly in the relative clause (explicit: man, implicit: who(m)). The relative clause gives more information on the antecedent.

Now we will look at Moroccan. Read the following sentences from the text in this lesson.

1 ka-naklu l-makla lli xfifa.

2 ka-naklu meṛṛa tanya l-makla lli sxuna.

3 kayen n-nas lli ta-yaklu ħetta š-šłađa.

In Exercise f in Lesson 47 we have seen

4 n-nas lli saknin mεa-k fe-đ-đaṛ. . .

The relative pronoun **lli** introduces a relative clause.

The antecedent is always explicitly mentioned in the main clause, and may be implicitly mentioned in the relative clause. The antecedent can be the subject, object or anything else of the relative clause.

To understand properly how a relative clause is formed in Moroccan, we will take a closer look at some of the above example sentences to see how in theory they could have been created out of two separate main clauses.

At the base of the sentence

1 ka-naklu l-makla lli xfifa.

are these two sentences:

1a ka-naklu l-makla.

1b l-makla xfifa.

The merging mechanism operates as follows:

1a+1b * ka-naklu l-makla lli l-makla xfifa

But we don't want to have **l-makla** twice in one sentence. Therefore we replace the second l-makla in the relative clause by a suitable personal pronoun:

1' ka-naklu l-makla lli hiya xfifa.

If the replacing personal pronoun is the subject of the relative clause, it can be omitted. This results in:

1 ka-naklu l-makla lli xfifa.

Out of which two sentences 5a and 5b has the following sentence been created?

5 ka-naklu s-seksu lli ldid.

Demonstrate the merging process by filling in the sentences.

5a 42 ______________________

5b 43 ______________________

5a+5b 44 * ____________________

5' 45 ______________________

5 46 ______________________

There are also relative clauses which contain a verb. The antecedent (explicitly mentioned in the main clause) can be the subject of that verb.

In the sentence

3 kayen n-nas lli ta-yaklu ħetta š-šlađa

n-nas is both the antecedent in the main clause and the subject in the relative clause. This Sentence 3 can be split into

3a kayen n-nas.

3b n-nas ta-yaklu ħetta š-šłađa.

The merging again operates as follows:

3a+3b* kayen n-nas lli n-nas ta-yaklu ħetta š-šłađa.

3’ kayen n-nas lli huma ta-yaklu ħetta š-šłađa.

3 kayen n-nas lli ta-yaklu ħetta š-šłađa.

You can merge sentences 6a and 6b into 6 in the same way.

6a ka-nšuf waħed ɍ-ɍažel.

6b ɍ-ɍažel ka-yešɍeb le-ħrira.

6 [47] ______________________________.

This elaborate treatment of the merging of two main clauses a and b into one main clause + relative clause may seem unnecessarily long-winded, but it will prove useful later.

Exercises a, b, c, d, e and f deal with this.

51.b kayen

We have seen these sentences:

7 u kayen n-nas lli ta-yaklu ħetta š-šłađa.

8 šħal d-le-byut kaynin? (48)

9 kayen bit le-glas. (48)

And we will encounter:

10 f-dik ŧ-ŧenžɍa kayna l-meɍqa (in that pan is the sauce) (52)

What do you notice when looking at the different forms of **kayen**? Think about this before reading on.

kayen has the form of an active participle and, like **saken**, is conjugated like an adjective. However, sometimes it isn’t conjugated, as in Sentence 7. **kayen** means ‘there is/there are’.

kayen has the root **√k^{a}/$_{u}$n** (see Lesson 50). But kayen can’t be used as a copula connecting subject and predicate. The following sentences aren’t possible:

* t-teffaħ kayen ldid.

* l-makla kayna sxuna.

Exercises g, h, i and j deal with this.

51.c Sometimes, often, occasionally, . . . times

Look at the following sentences and pay special attention to the temporal adjuncts.

11 ma-ɛend-i-š l-weqt, *meṛṛa x̂ṛa* in ša ḷḷah. (45)

12 ta-naklu *ṛebɛa de-l-meṛṛat* fe-n-nhaṛ.

13 *beɛḍ l-meṛṛat* ka-naklu l-makla lli xfifa.

14 mɛa t-tesɛud de-l-lil ta-naklu *meṛṛa tanya*.

You can express several temporal adjuncts using the word **meṛṛa**. The **meṛṛa** constructions in 11 and 12 you know already.

beɛḍ l-meṛṛat in 13 is a genitive construction and literally means 'the number of the times', so: a number of times, a few times, sometimes.

An identical construction can be seen in:

beɛḍ n-nas ta-yaklu ɛša xfif

In **meṛṛa tanya, tanya** is an adjective of **meṛṛa**. The masculine form is **tani.**

The following constructions are also possible:

bezzaf de-l-meṛṛat	many times = often
waħed l-meṛṛa	one time. indefinite
ši meṛṛa	occasionally, ever (in questions)
meṛṛa weħda	once

weħda is the feminine form of **waħed. waħed/weħda** as the cardinal numeral 'one' is placed after the noun, and so is conjugated. **waħed** as the indefinite article is placed before the noun and does not get conjugated.

So using **meṛṛa/meṛṛat** we can express:

sometimes	48 ________________
occasionally	49 ________________
once	50 ________________
one time	51 ________________
two, three etc. times	52 ________________
another time	53 ________________

a second time/another time [54] ____________

often [55] ____________

Excercises k, l, m and n deal with this.

Exercises

Exercise 51.a

Write one sentence for each picture, including a relative clause introduced by **lli.**

Example



hadi waḣed le-mɍa lli ta-tešɍeb

1 

2 

3 

4 

5 

6 

Exercise 51.b

Below are some nominal sentences, followed by a further modification of the subject of the sentence in English. Add this modification in a relative clause.

Example

given **dak ɍ-ɍažel, š-škara dyal-u xawya. (who <is> at the market)**

you **ɍ-ɍažel lli fe-s-suq, š-škara dyal-u xawya.**

1 l-ħanut mesdud (which <is> on the street)

2 l-xŭđɍa ɍxis̵a (which <is> at the market)

3 š-šłađa, fi-ha z-zit (which <is> on the table)

4 ɍ-ɍažel ta-yakŭl makla xfifa (who <is> in the café)

5 le-mǥaɍba ta-yaklu l-makla l-ingliziya (who live in the UK)

Exercise 51.c

Merge the two sentences into one sentence.

Example

given	**ka-nakŭl l-xŭbz** **l-xŭbz ldid**
you	**ka-nakŭl ǥir l-xŭbz lli ldid (I only eat bread that is tasty.)**

1 ka-neɛɍef ɍ-ɍažel.
ɍ-ɍazel ka-yešri l-fawakǐh.

2 ka-nŧeyyeb s-seksu.
s-seksu xfif šwiya.

3 ka-nšuf l-weld.
l-weld ka-yeskŭn fe-l-meǥrib.

4 ka-neɛɍef r-ržal.
r-ržal saknin fe-l-ħeyy le-qdim.

5 ɛend-ek le-ktub.
le-ktub xaybin bezzaf.

6 mul l-ħanut ɛend-u z-zebda.
z-zebda ǥalya bezzaf.

Exercise 51.d

Somebody asks you if you want something that has a certain attribute (big, small, . . .). Answer that you want it if it's not very . . . (big, small, cold, etc.).

Example

given	**bǥiti teffaħa kbira?**
you	**bǥit waħed t-teffaħa lli ma-ši kbira bezzaf.**

1 bǥiti l-ma l-bared?

2 bǥiti makla xfifa?

3 bǥiti l-xŭbz s-sxun?

4 bǥiti ši ħaža barda?

5 bǥiti seksu xfif?

6 bǥiti le-ħrira s-sxuna?

Exercise 51.e

Below are some sentences describing people/things that are doing something. Ask someone if he sees them as well. Use a relative clause in your question.

Example

given **duk n-nas ta-yebniw đaɍ ždida.**

you **a ħmed, waš ka-tšuf duk n-nas lli ta-yebniw đaɍ ždida?**

1 duk d-drari ta-yešriw l-xŭbz.

2 duk le-ɛyalat ta-yǥeslu s-seksu.

3 dak ɍ-ɍažel ta-yakŭl makla xfifa.

4 dik ŧ-ŧumubil ta-temši fe-z-zenqa.

5 dik l-bent ta-tŧeyyeb le-ħrira.

6 dak l-weld ta-ydir š-šłađa.

Exercise 51.f

Make sentences using the words given, playing the role of a shop keeper, saying: 'I have . . . and I have . . .'. Then respond in the role of the customer by saying: 'give me the . . . (item) which is . . . (attribute)' (the attribute you want is underlined).

Example

given **good carrots, old carrots**

you **ɛend-i xizzu† mezyan u xizzu qdim.**

you **ɛŧi-ni xizzu lli mezyan.**

†The word **xizzu** means carrots and never takes the definite article, like **atay**.

1 new car, old car

2 tasty fruits, bad fruits

3 cold milk, warm milk

4 cheap coffee, expensive coffee

5 tasty meat, bad meat

6 cheap grapes, expensive grapes

Exercise 51.g

In the sound file you will hear sentences stating something. Tone down the general validity of the statement by saying '<Granted>, there are . . . that . . .'.

Example

given **n-nas ta-yaklu makla xayba.**

you **kayen n-nas lli ta-yaklu makla xayba.**

1 le-mǥaɍba ta-yšeɍbu atay bezzaf.

2 n-nas ta-ydiru ɛša xfif.

3 n-ngalza ma-ta-yaklu-š lħem bezzaf.

4 le-ɛyalat ta-yŧeyybu makla ldida.

5 n-nas ta-yebǥiw l-makla s-sxuna.

6 d-drari ma-ta-yfeŧɍu-š be-l-qehwa.

Exercise 51.h

Fill in **kayen / kayna / kaynin** on the lines, where necessary adding the negation **ma-. . .-š**.

Example

given **l-makla l-ingliziya ________ fe-l-meǥrib.**

you **l-makla l-ingliziya ma-kayna-š fe-l-meǥrib.**

1 bit đ-đyaf ________ fe-đ-đaɍ l-ingliziya.

2 ꞩ-ꞩehd ________ bezzaf fe-l-ingliz.

3 l-ɛineb ________ fe-s-suq l-inglizi.

4 l-feɍɍan ________ ħda đaɍ-ek f-le-bni ž-ždid.

5 s-sdader ________ fe-đ-đyuɍ l-ingliziyin.

6 le-brared ________ fe-l-kuzina l-meǥribiya.

7 š-šems ________ bezzaf fe-l-meǥrib.

8 wes̶ŧ đ-đaɍ ________ fe-đ-đaɍ l-ingliziya.

Exercise 51.i

Finish the questions by filling in **kayen / kayna / kaynin**.

You can then answer the question yourself. Whether you should answer affirmatively or negatively is indicated by **iyeh** or **la**. Put the thing asked about at the beginning of your answer.

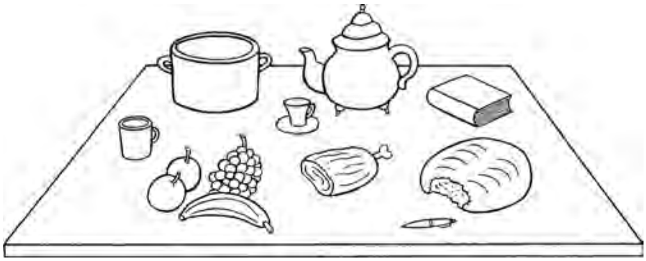
Example

given	**a sidi, waš ________ l-ɛineb? (la)**
question	**a sidi, waš kayen l-ɛineb?**
antwoord	**la, l-ɛineb ma-kayen-š.**

1	a lalla, waš ________ š-šłađa?	(iyeh)
2	a ħmed, waš ________ l-xŭbz s-sxun?	(la)
3	a sidi, waš ________ ŧ-ŧažin be-l-xŭđɍa?	(iyeh)
4	a mul l-feɍɍan, waš ________ l-xŭbz?	(iyeh)
5	a sidi, waš ________ s-seksu?	(la)
6	a m̂m̂-i, waš ________ z-zebda?	(la)
7	a weld-i, waš ________ l-ħut?	(la)
8	a lalla, waš ________ t-teffaħ?	(iyeh)

Exercise 51.j

Describe what you see on the drawing. Use **kayen / kayna / kaynin** where possible. If you mention two things in one sentence, this is a plural subject, so is followed by **kaynin**.



🎧 Exercise 51.k

Answer the questions in complete sentences. The essence of the answer is given between brackets in English. You will need the past tense of 'to eat' and 'to drink' for this exercise:

ana	klit	šṙebt
nta/nti	kliti	šṙebti

Example

given **waš ši meṙṙa šṙebti atay l-meġribi?** (a few times)

you **beɛđ l-meṙṙat šṙebt atay l-meġribi.**

1	waš dima ta-temši l-dak l-ħanut?	(sometimes)
2	waš kŭll nhaṙ ta-tṫeyybi l-makla l-kanadiya?	(often)
3	waš ši meṙṙa kliti ṫ-ṫažin?	(3 times)
4	waš bġiti takŭl ši ħaža mɛa-ya?	(another time)
5	waš ši meṙṙa šṙebti l-qehwa l-meġribiya?	(occasionally)
6	waš dima ta-taklu s-seksu?	(once a (= in the) day)

🎧 Exercise 51.l

Make Moroccan sentences following the English instruction.

Example

given Say that you occasionally visit a Moroccan family.

you **ši meṙṙa ta-nemši l-ɛend waħed l-ɛa'ǐla meġribiya.**

1 Say you sometimes eat meat.
2 Say you often go to the market.
3 Say you have eaten couscous once.
4 Say you will eat couscous another time.
5 Say you have eaten tajine 3 times.
6 Say you sometimes go to Fez.
7 Say you have drunk Moroccan tea twice.
8 Say you have eaten fish once.

Exercise 51.m

Somebody asks you if all people (British people, Moroccans) do certain things. Answer that only some of them do this.

Example

given **waš n-nas kŭll-hŭm ta-yaklu s-seksu?**

you **la, gir beɛđ n-nas ta-yaklu-h.**

1 waš le-mǥaɍba kŭll-hŭm ta-yŧeyybu be-t-tuma? (garlic)
2 waš n-ngalza kŭll-hŭm ta-yŧeyybu be-l-ma u l-melħa?
3 waš n-nas kŭll-hŭm ka-yfeŧɍu be-l-xŭbz?
4 waš d-drari kŭll-hŭm ka-yaklu š-šłađa?
5 waš le-mǥaɍba kŭll-hŭm ta-yaklu makla xfifa?
6 waš n-ngalza kŭll-hŭm ta-yaklu l-lħem?

Exercise 51.n

In the sound file you will hear some people say how often they have eaten/drunk certain dishes or drinks and how often they still eat or drink those.

(**šɍebt** = I have drunk. **klit** = I have eaten)

Fill in the table below.
Fill in an A for Ahmed and an F for Fatima.

	1x	**. . . x**	**Occasionally**	**Some-times**	**Often**	**Always**	**Never**
coffee with milk							
black coffee							
Moroccan tea							
black tea†							
couscous							
Moroccan soup							
English food							

†Black tea is non-Moroccan tea, our 'normal tea'.

Lesson 52

Tajine and couscous: Typical Moroccan dishes

Listen to a Moroccan lady telling you about making tajine and couscous.

šnu tdir fe-ŧ-ŧažin? baš tŧeyyeb ŧ-ŧažin taxŭd z-zit u le-bꞩel u l-lħem u l-ɛeŧɍiya, u kŭll ši ta-tdir-u fe-ŧ-ŧažin, mɛa l-xŭđɍa lli bǥiti, bħal maŧiša, l-felfel, xizzu 'ila ǥir-u dalik. l-lħem dyal le-bgeɍ la bŭdd men t-tuma. l-lħem dyal le-ǥnem, tdir-ha l-u wella ma-tdir-ha-š u men beɛd txelli-hŭm fe-ŧ-ŧažin fuq l-ɛafya.

'amma s-seksu, ħetta huwa be-l-xŭđɍa u be-l-lħem. kayen s-seksu b-le-bꞩel, b-xizzu, be-l-ħŭmmeꞩ 'ila ǥir-u dalik. kifaš ta-ndiru s-seksu? xud le-bꞩel u maŧiša u ƶ-ƶeɛfɍan u l-ibzaɍ u z-zit u l-melħa u l-lħem. dir-hŭm fe-ŧ-ŧenžɍa be-l-ma. hadi hiya l-meɍqa dyal s-seksu. s-seksu fe-l-lewwel xeꞩꞩ-ek tǥesl-u. dir l-u šwiya de-l-ma u xelli-h fe-l-keskas ħetta yešɍeb l-ma. l-keskas xeꞩꞩ-ek tdir-u fuq ŧ-ŧenžɍa. f-dik ŧ-ŧenžɍa kayna l-meɍqa. u men beɛd xelli ŧ-ŧenžɍa u l-keskas be-ž-žuž fuq l-ɛafya.

Vocabulary

šnu (ašnu)	what
(ka-)tdir	you put
ŧažin	tajine, stew, meat or fish with vegetables and sauce; also the dish used to prepare this meal
(ka-)tŧeyyeb	you ♂ cook
(ka-)taxŭd	you ♂ take
bꞩel	onions (the word is masc. sing.)
ɛeŧɍiya	spices (the word is fem. sing.)
lli bǥiti	. . . that you want
maŧiša	tomato

felfel	(sweet) pepper
xizzu	carrot
'ila ǥir-u dalik	et cetera
bgeɍ	beef
la bŭdd men	needs (inevitably)
t-tuma	garlic
ǥnem	mutton (also: ǥlem)
tdir-ha l-u	you put her (garlic) in
men beɛd	after that/later
(ka-)txelli	you ♂♀ leave (conjugation like ka-tebǥi)
fuq	over
ɛafya	fire
ħŭmmes̵	chickpeas
kifaš	how
(ta-)ndiru	we make
xud	take!
ƶeɛfɍan	saffron
ibzaɍ	pepper
melħa	salt
meɍqa	sauce
xes̵s̵-ek	you must
(ka-)teǥsel	you ♂ wash/rinse
tǥesl-u[†]	you ♂ wash him
keskas	couscous pan
be-ž-žuž	the two together/both
ŧenžɍa	pan
ħut	fish

[†]Notice that when **u** is placed after **teǥsel**, one **e** disappears and the other one changes place.

Questions about the text

1 šnu l-xŭđɍa lli fe-ŧ-ŧažin?

2 l-lħem dyal le-bgeɍ, waš xes̶s̶-ek tdir l-u t-tuma?

3 šnu fe-s-seksu?

4 kifaš ka-tdir s-seksu?

5 šnu kayen fe-ŧ-ŧažin?

6 šnu huwa ŧ-ŧažin?

Explanation

52.a The verb 'to take'

Look at the following sentences:

baš tŧeyyeb ŧ-ŧažin taxŭd z-zit.

xud le-bs̶el u l-matiša.

Here are two forms of the verb **√axd.**

√axd is conjugated in the exact same way as the verb **√akl** (to eat). Conjugate it below, by replacing the **k** in the conjugation of **√akl** by **x**, and **l** by **d**.

(ana) [56]	_________	(ħna)	_________
(nta)	_________	(ntuma)	_________
(nti)	_________	(huma)	_________
(huwa)	_________		
(hiya)	_________		

The imperative of these verbs is irregular. The rule you learnt in Lesson 46.b doesn't apply here.

The imperatives are:

kul, kuli, kulu!

xud, xudi, xudu!

So all forms have a long vowel **u**!

Exercises a and b deal with this.

52.b ši

Look at these fragments you have seen before:

1	kŭll *ši*	
2	*ši* melħa	
3	*ši* ħaža	(51)
4	*ši* meɍɍa	(51)
5	dak *š-ši* le-kħel	(50)

In these examples the word **ši** is used in two different ways. Which?

In 2, 3 and 4 we see **ši** before a noun. In 1 and 5, **ši** is a noun.

ši before a noun acts as indefinite article. The indefiniteness is stronger than in **waħed l-**.

ši followed by a noun means 'one . . .'; in front of an uncountable noun (like salt) it means 'some . . .'.

When there is 'something', and that 'something' is indefinite, you use **ši ħaža**:

ši ħaža keħla something black, some black thing

The noun **ši** means 'something'. So **kŭll ši** literally means 'every something' = 'everything'. **dak š-ši le-kħel** literally means 'that black something' = 'that black stuff'.

The noun **ši** never occurs on its own, but is always combined with a demonstrative or **kŭll**.

had š-ši	this
dak š-ši	that
kŭll ši	everything

Exercises c and d deal with this.

52.c xeṣṣ-. . . = to have to

Look at the following sentences from this lesson.

6 s-seksu, fe-l-lewwel xeꞩꞩ-ek tǥesl-u.

7 l-keskas, xeꞩꞩ-ek tdir-u fuq ŧ-ŧenžɍa.

In both sentences **xes̵s̵-ek** is followed by a verb in the present tense. What does this remind you of? If you don't know the answer, look at Lesson 50.a.

xes̵s̵ is an impersonal verb meaning 'to have to'. You may encounter it in the present as well as in the past tense. Here the verb is in the past tense, though in meaning it refers to something in the present tense. (The present tense form is **ta-yxes̵s̵-ek**.) The person who has to do something is expressed in a suffix following **xes̵s̵**, so:

xes̵s̵-ni	xes̵s̵-na
xes̵s̵-ek	xes̵s̵-kŭm
xes̵s̵-u	xes̵s̵-hŭm
xes̵s̵-ha	

xes̵s̵ is followed directly by the suffix, whereas the other impersonal verb **yemken** takes the preposition **l-** between it and its suffix. So 'I' gets different suffixes:

yemken l-*i* and **xes̵s̵-*ni***

xes̵s̵ is then followed by a verb in the present tense, conjugated according to the appropriate person.

xes̵s̵-ni naxŭd z-zit u le-bs̵el.

xes̵s̵-ek tdir-u fe-ŧ-ŧažin.

xes̵s̵-u yxelli ŧ-ŧenžɍa fuq l-ɛafya.

xes̵s̵-na ndiru s-seksu.

xes̵s̵-kŭm tešriw ši ħaža mezyana.

xes̵s̵-hŭm yŧeyybu makla ldida

Why do the verbs following **xes̵s̵-. . .** not have the particle **ka-/ta-**?[57]

xes̵s̵-. . . (like **ɛend** meaning 'to have') can only be followed by a suffix. This means that the sentence 'The man has to go to the shop' will be in Moroccan:

ɍ-ɍažel, xes̵s̵-u yemši l-l-hanut.

and not

* xes̵s̵ ɍ-ɍažel yemši l-l-hanut.

Exercise e deals with this.

52.d Giving instructions

The text in this lesson is a kind of instruction on how to make tajine, among other things. The last part, starting with **xud le-bs̶el u l-maŧiša . . .** is a list of instructions on how to make couscous. In this part you can see the following verb forms:

> xud . . ., dir-hŭm . . ., dir l-u . . ., xelli-h . . .

What type of verb forms are these? [58]

You can create the same effect using **xes̶s̶**:

> . . . xes̶s̶-ek tǥesl-u
>
> . . . xes̶s̶-ek tdir-u

Phrases like **fe-l-lewwel** and **men beɛd** are also important in instructions. Also **xelli . . . ħetta . . .** (leave . . . until . . .) and **la bŭdd men** (it is required) are useful, as you can see from the text in this lesson.

Exercises f, g and h deal with this.

52.e Requests

The imperative is also often used in requests, but there they are preceded by a polite formula, for instance:

łłah yxelli-k	please; or
men feđl-ek	please

xes̶s̶-. . . is not used in requests.

łłah yxelli-k xelli-ni negles.	please, let me sit down; **xelli** is an imperative
men feđl-ek ɛŧi-ni gar̶r̶u.	please, give me a cigarette; **ɛŧi** is also an imperative

Exercise i deals with this.

Exercises

Exercise 52.a

Replace the verbs in the following sentences (for the purpose of this exercise, we will say **ɛend-. . .** is a verb) with conjugations of the verb **√axd**.

Example

given **l-weld ta-yšuf xŭđɍa mezyana.**

you **l-weld ta-yaxŭd xŭđɍa mezyana.**

1 b̂b̂a ta-yešri keskas ždid.

2 m̂m̂-i ɛend-ha meɍqa ldida.

3 ta-nšuf ŧenžɍa ždida.

4 f-dik l-qehwa ta-nešɍeb atay.

5 xu-ya ta-yešri l-ibzaɍ u l-melħa.

6 dak ɍ-ɍažel ɛend-u maŧiša mezyana.

7 dima ta-nakŭl ŧ-ŧažin.

8 dima ta-nešri l-xŭbz men s-suq.

Exercise 52.b

Give conjugations of the verb √**axd** in the open spaces (with **ka-/ta-** where needed; you can write imperatives too).

1 mħemmed ________ l-keskas baš yŧeyyeb s-seksu.

2 a mħemmed ________ had ŧ-ŧenžɍa!

3 faŧima da'imen ________ š-škara mɛa-ha (da'imen = dima).

4 m̂m̂-i ________ l-maŧiša men s-suq.

5 ana, dima ________ l-ɛeŧɍiya men l-ħanut.

6 a ɛayša, ________ mɛa-k l-keskas dyal-kŭm!

Exercise 52.c

You are in a shop, restaurant or café. Someone states that a certain object/matter is there/available. Respond by asking whether they have the objects mentioned in English as well.

Example

given	**ŧ-ŧenžɍa kayna.**	couscous pan
you	**waš kayen ħetta ši keskas?**	

1	l-ibzaɍ kayen.	salt
2	l-maŧiša kayna.	carrots
3	le-bꞩel kayen.	(sweet) pepper
4	l-lħem de-l-begri kayen.	mutton
5	t-tuma kayna.	saffron
6	l-ħŭmmeꞩ kayen.	couscous
7	l-xŭbz kayen.	vegetables
8	ŧ-ŧažin kayen.	fish

Exercise 52.d

Choose kŭll ši or (š-)ši or ši ħaža.

Dialogue 1

ɛli	a mħemmed bǥit nakŭl ________ waš ɛend-ek ________ xŭbz wella ________?
mħemmed	la, xu-ya dima ka-yakŭl ________ walakin yemken li-na nešriw ________ fe-l-ħanut fe-z-zenqa.
ɛli	yaɫɫah, nešriw ________ xŭbz u ________ x̂ɍa baš nšeɍbu-ha.
mħemmed	l-ħanut lli fe-z-zenqa le-x̂ɍa, fi-h ________
ɛli	waxxa nemšiw l-ɛend-u.

Dialogue 2

ɛayša	a faŧima aži l-ɛend-i ________ meɍɍa. ɛend-i ________ baš tšufi-ha.
faŧima	ašnu dak ________ lli ɛend-ek?
ɛayša	ɛend-i waħed le-ktab ždid, fi-h ________ ɛla l-makla l-meǥribiya u kifaš tŧeyyebi-ha.
faŧima	waxxa ________ meɍɍa ǥadi nži ɛend-ek.

Exercise 52.e

Fill in **xeṣṣ-. . .** with the correct suffix.

1 ________ taxŭd teffaḥ mezyan a weld-i.

2 ________ tešriw l-lḥem men s-suq.

3 ________ nemši le-s-suq fe-l-lewwel.

4 ḃḃa ________ yakŭl lḥem lli ma-fi-h-š l-idam.

5 d-drari ________ ydiru xedma mezyana.

6 a ɛayša ________ tṭeyybi ši ḥaža sxuna.

Exercise 52.f

Give orders/instructions. What to say to whom is given in Moroccan.

Example

given **qul l-mḥemmed yexdem mezyan.**

you **a mḥemmed, xdem mezyan!**

1 qul l-ɛayša baš tžib l-ek l-xŭbz.

2 qul l-mḥemmed baš yešri l-ek l-xŭḍṛa.

3 qul le-d-drari baš yžibu l-ek t-tuma.

4 qul l-ɛayša baš tṭeyyeb l-ek le-ḥrira.

5 qul l-mul l-feṛṛan baš yžib l-ek l-xŭbz s-sxun.

6 qul l-le-ɛyalat baš yxelliw ṭ-ṭenžṛa fuq l-ɛafya.

7 qul l-faṭima baš tešri l-ek le-bṣel.

8 qul le-d-drari baš yġeslu yeddi-hŭm.

Exercise 52.g

Read this text on how to make tea.

baš tɛemmeṛ atay xeṣṣ-ek fe-l-lewwel tṭeyyeb l-ma. xud l-berrad u dir fi-h atay le-xḍeṛ u s-sŭkkaṛ. l-ma s-sxun dir-u fe-l-berrad u men beɛd dir fi-h n-neɛneɛ. daba xelli l-berrad fuq l-ɛafya šwiya. žib l-kisan u kŭbb atay fe-l-kisan. daba ta-yemken l-ek tšeṛb-u.

tɛemmeɍ	you make
le-xđeɍ	green
n-neɛneɛ	mint
šwiya	a little
kŭbb	pour

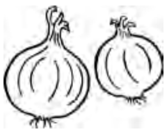
Now complete the following story.

fe-l-lewwel xess- ________ (1) nŧeyyeb l-ma. naxŭd ________ (2) u ndir fi-h ________ (3) le-xđeɍ u ________. (4) men beɛd ndir l-ma ________ (5) u n-neɛneɛ fe-l- ________. (6) ________ (7) -ni nxelli- ________ (8) fuq l-ɛafya šwiya. beɛd ši weqt ________ (9) l-i ________ (10) atay.

Exercise 52.h

In the sound file you will hear some instructions. Put the pictures in the correct order based on those instructions.

1 
2 
3 
4 

5 
6 
7 

Exercise 52.i

Sentences 1 to 6 contain requests. Sentences a to f give reasons for these requests. Find the right combinations.

ɛŧi means 'give'. The root is **√ɛŧ^{a}/$_{i}$**.

1 men feđl-ek ɛŧi-ni l-keskas.

2 men feđl-ek ɛŧi-ni s-sŭkkaɍ.

3 ŀłah yxelli-k, ɛŧi-ni l-xŭbz.

4 łlah yxelli-k, εŧi-ni š-škara.

5 łłah yxelli-k, εŧi-ni xizzu u l-ħŭmmes̶.

6 men feđl-ek a mħemmed šri l-i ƶ-ƶeεfɍan u l-ibzaɍ.

a bǥit nemši le-s-suq.

b bǥit nŧeyyeb s-seksu.

c dima ta-nešɍeb atay be-s-sŭkkaɍ.

d bǥit nŧeyyeb ŧ-ŧažin.

e ma-εend-i-š l-εeŧɍiya.

f ma-ta-nakŭl-š l-ħut.

Lesson 53

Eat some more! . . . No thank you, I am full up

Read the introduction, then listen to a dialogue between a Englishman and a Moroccan during a meal.

Introduction

waħed l-inglizi mša l-ɛend waħed l-meǥribi baš yakŭl ɛend-u. n-nas galsin fe-l-bit u fe-ŧ-ŧebla kayen waħed ŧ-ŧebꞩil dyal l-makla.

Moroccan hada ŧažin. daba ǥa-takŭl ŧ-ŧažin bħal le-mǥaɍba. ħna ta-naklu b-yeddi-na, walakin fe-l-lewwel la bŭdd nǥeslu yeddi-na.

Englishman šnu fe-ŧ-ŧažin?

Moroccan ŧ-ŧažin, fi-h l-xŭđɍa u l-lħem u l-ɛeŧɍiya u z-zit. ta-naklu-h be-l-xŭbz. b-ismi llah. kŭll waħed ta-yaxŭd l-makla lli qŭddam-u. xud-ha ħetta nta.

Englishman šŭkrăn. ldida had l-makla. aš men ɛeŧɍiya fi-ha?

Moroccan kayen fi-h l-ibzaɍ u l-melħa u ƶ-ƶeɛfɍan. zid, kul ħetta l-lħem, ma-ši ǥir l-xŭđɍa.

Englishman šŭkrăn. ħetta ħna, n-ngalza ta-naklu l-lħem bezzaf. waš hada dyal le-bgeɍ?

Moroccan la, hada ma-ši dyal le-bgeɍ, hada dyal le-ǥnem. zid, zid takŭl.

Englishman šŭkrăn a sidi. had l-makla ldida walakin šbeɛt.

Moroccan xeꞩꞩ-ek teɍžeɛ meɍɍa x̂ɍa u tžib mɛa-k mɍat-ek. ǥa-nŧeyyeb l-kŭm s-seksu. waš ka-teɛɍef šnu s-seksu?

Englishman iyeh, ka-neɛɍef šnu huwa s-seksu.

Moroccan	waš fi-k le-εṯeš? šnu bġiti tešṙeb?
Englishman	bġit nešṙeb atay be-n-neεneε men feđl-ek.
Moroccan	waxxa, lli bġiti. waš bġiti takŭl ši disèr? kayen t-teffaħ u l-εineb. hak, kul l-εineb.
Englishman	la, ma-ta-nebġi-š l-εineb, walakin ta-nebġi t-teffaħ bezzaf.
Moroccan	hak, kul t-teffaħ.
Englishman	teffaħa weħda kafya, šŭkrăn . . . ƚƚah yexlef. daba xeṣṣ-ni nemši le-đ-đaṙ. meṙṙa x̂ṙa in ša ƚƚah ġadi neṙžeε.
Moroccan	mṙeħba bi-k.

Vocabulary

mša	went
ṯebṣil	dish
ġa-takŭl	you will eat
nġeslu	we wash
yeddi-na (pl.)	our hands
fi-h	in it
b-ismi llah	lit.: in God's name; in fact a very short prayer
kŭll waħed	everybody
qŭddam(-u)	opposite (him)
zid	go ahead
šbeεt	I am full up
(ka-)teṙžeε	you come back
(ka-)tžib mεa-k	you bring
(ka-)teεṙef	you know
le-εṯeš	the thirst
bġiti	you ♂♀ want
neεneε	mint
disèr	dessert

hak	there you go
teffaħa	apple
kafya	enough
łłah yexlef	may God recompense (you)
ǥadi	will
neɍžeɛ	I come back
mɍeħba bi-k	welcome

Questions on the text

1 waš l-inglizi ta-yeɛɍef šnu fe-ŧ-ŧažin?

2 kifaš ta-yaklu le-mǥaɍba?

3 aš men ɛeŧɍiya fe-ŧ-ŧažin?

4 waš l-inglizi ta-yebǥi ŧ-ŧažin?

5 aš men lħem kayen fe-ŧ-ŧažin?

6 waš l-meǥribi ta-yebǥi l-inglizi yži meɍɍa x̂ɍa?

Explanation

53.a The present tense of verbs of the type $\sqrt{d^a/_i r}$

In the previous lessons we have seen that there are different types of verbs.

1	nšeɍbu ši ħaža.	(46)
2	ta-yexdem f-waħed l-fabrika.	(42)
3	had đ-đaɍ mezyana, ta-nebǥi-ha bezzaf.	
4	mul đ-đaɍ ta-yekri waħed đ-đaɍ xayba.	
5	ana ta-neskŭn f-'new york'.	(49)
6	fe-t-tmenya ta-nedxŭl fe-l-fabrika.	(49)
7	beɛd n-nas ta-yaklu ɛša xfif.	(51)
8	taxŭd z-zit u le-bṣel u l-lħem.	(52)

You have seen some verbs of a different type, with a vowel **i** between the second and third radical in the present tense.

9 kifaš *ta-ndiru* s-seksu? (52)

10 *tžib* mɛa-k mɍat-ek.

The imperatives below also belong to this type of verb.

11 dir-hŭm fe-ŧ-ŧenžɍa. (52)

12 zid

So these are verbs with an **i** in the stem. The prefixes and suffixes to this stem are the same as with the verbs we have seen before in the present tense. No complicating unstable vowels are needed.

(ana)	ka-nzid	ka-ndir
(nta)	ka-tzid	[59] ________
(nti)	ka-tzidi	________
(huwa)	ka-yzid	________
(hiya)	ka-tzid	________
(ħna)	ka-nzidu	________
(ntuma)	ka-tzidu	________
(huma)	ka-yzidu	________

This type of verbs we call 'hollow verbs'. They are 'hollow' because something is 'missing' inside them (between the first and the third radical): a radical consonant. We can also say that the second radical is weak.

Exercise a deals with this.

53.b t adapting to the following consonant

If you listened carefully to the texts in Lessons 52 and 53, you may have noticed some oddities in the pronunciation of the forms: **tdir, tŧeyyeb, tžib**. What oddities are those? Listen again to those words, if you don't remember.

The personal prefix **t** in the present tense sometimes isn't pronounced as **t**.

If the first radical of a root is **ŧ, d, đ**, then **t** adapts its pronunciation to these consonants, so that in fact you hear a double first consonant:

(ka-)tdir is usually pronounced as ddir

(ka-)tdiri is usually pronounced as ddiri

(ka-)tdiru is usually pronounced as ddiru

(ka-)tŧeyyeb is usually pronounced as ŧŧeyyeb

(ka-)teđɍeb is usually pronounced as đđɍeb

etc.

The root **√đɍb** means 'to hit'.

If the first radical of the stem is **z, ƶ** or **ž**, then the **t** of the second person conjugations is pronounced as **d**:

(ka-)tžib is pronounced as džib

(ka-)tžibi is pronounced as džibi

(ka-)tƶuɍu is pronounced as dƶuɍu (√ƶ^{a}/$_{u}$ɍ = to visit)

(ka-)tzid is pronounced as dzid

etc.

Exercise b deals with this.

53.c šnu = what

Look at these sentences which you have seen before:

9 *šnu* fe-ŧ-ŧažin?

10 waš ka-teɛɍef *šnu* s-seksu?

11 iyeh, ka-neɛɍef *šnu* huwa s-seksu.

12 *šnu* bǥiti tešɍeb?

13 *šnu* tdir fe-ŧ-ŧažin? (52)

14 *šnu* hiya s-smiya dyal ɍažl-ek? (44)

So **šnu** is the interrogative 'what' in Sentences 9, 12, 13 and 14.

Look at Sentence 14. **šnu** is often followed by **huwa, hiya** or **huma**. These personal pronouns anticipate the actual subject. Here are some more examples:

waš ka-teɛɍef *šnu* huwa l-lħem lli ldid†?

šnu hiya l-makla lli bǥiti?

šnu hiya l-atat†† lli mezyana††, l-atat ž-ždida wella l-atat le-qdima?

†In these two sentences **l-lħem lli ldid** and **l-atat lli mezyana** don't quite mean 'the meat that is tasty' and 'the furniture that is good', but 'the tastiest meat' and 'the best furniture'.

††**atat** is really a plural, but is also regarded as feminine singular.

In Sentences 10 and 11 **šnu** is also an interrogative, introducing a subordinate clause.

Some more examples:

ma-ka-neɛɍef-š *šnu* huwa ƶ-ƶeɛfɍan.

weld-i s̵-s̵ǥiɍ ta-yeɛɍef *šnu* hiya l-ɛafya.

waš ka-teɛɍef *šnu* huma l-fawakĭh?

Exercises c and d deal with this.

53.d Expressing pleasure

The guest in this lesson's dialogue repeatedly states that he likes certain things. In the dialogue you saw: **ldid hada, l-makla ldida, ta-nebǥi t-teffaħ bezzaf**.

In Lesson 48.b you learnt to express (dis)pleasure using adjectives or the verb **√bǥ**$^{a}/_{i}$ (with a negation if necessary). Adjectives expressing a positive qualification that we have seen so far are: **mezyan, ldid, zwin**.

In Lesson 48.b you have also seen **ɛažeb**. You can also use that to express your pleasure about something.

Exercises e, f and g deal with this.

Finish off this lesson with exercise h.

Exercises

Exercise 53.a

Give the right verb form of the roots given.

√d$^{a}/_{i}$r

l-weld ________ ši ħaža xayba.

xe~~ss~~-ek ________ ŧ-ŧenžɍa fuq l-ɛafya.

xe~~ss~~-hŭm ________ n-neɛneɛ fe-l-berrad.

√ž^{a}/$_{i}$b

xe~~ss~~-hŭm ________ mɛa-hŭm d-drari dyal-hŭm.

ɍažl-i dima ________ l-i ši ħaža men s-suq.

men feđl-ek, ________ mɛa-k ɍažl-ek.

√z^{a}/$_{i}$d

xe~~ss~~-ek ________ šwiya men dak s-ši le-kħel.

a ħmed ________ šwiya! bǥit negles ħda-k.

waš fi-k le-ɛŧeš, ________ -ek atay?

Exercise 53.b

Change the imperatives using **xe~~ss~~** + a suffix. Note the pronunciation of the **t**-prefix of the second person.

Example

given **dir kŭll ši fe-ŧ-ŧenžɍa!**

you **xe~~ss~~-ek tdir kŭll ši fe-ŧ-ŧenžɍa!**

(**tdir** pronounced **ddir**!)

1 žib mɛa-k mɍat-ek!

2 ŧeyybi l-i ŧ-ŧažin!

3 zid l-lħem, ma-kliti-š bezzaf!

4 diru n-neɛneɛ fe-l-berrad!

5 žibi l-i t-teffaħ men s-suq!

6 zid-ni atay a weld-i!

Exercise 53.c

Formulate questions that would get the answers given.

Example

given **fe-s-seksu kayen l-lħem u l-xŭđɍa.**

you **šnu kayen fe-s-seksu?**

1 f-dik š-škara kaynin le-ktub u le-knaneš.

2 f-atay kayen n-neɛneɛ u s-sŭkkaɍ.

3 f-žib-i kaynin s-sarut u le-flus.

4 fe-d-disèr kayen le-ħlib u s-sŭkkaɍ.

5 fe-l-keskas kayen s-seksu.

6 fe-l-meɍqa kayen l-ma u l-xŭđɍa u l-lħem.

Exercise 53.d

Finish the questions. Choose from **škun / šnu / šħal.**

1 ________ ta-yexdem fe-l-kuzina?

2 ________ ka-tdiru fe-ŧ-ŧažin?

3 ________ fi-h le-ɛŧeš?

4 waš ka-teɛɍef ________ huwa le-bgeɍ?

5 ________ ǥadi takŭl, teffaħa weħda wella žuž?

6 ________ ǥadi tžib mɛa-k? weld-ek wella mɍat-ek?

7 ma-neɛɍef-š ________ huwa l-ɛineb.

8 x̂t-ek, ________ fe-ɛmeɍ-ha?

Exercise 53.e

Choose the correct answer to each question from the 3 possibilities given.

1 bǥiti tešɍeb atay?

a had atay ldid.

b ma-ta-nebǥi-š l-qehwa.

c iyeh, ta-nebǥi atay bezzaf.

2 waš ta-tebǥi atay l-meǥribi?

a la, fi-ha s-sŭkkaɍ bezzaf.

b iyeh, dima ta-nešɍeb atay l-meǥribi.

c iyeh, atay l-meǥribi l-ldid bezzaf.

3 waš l-makla l-meǥribiya ldida?
  a iyeh, walakin ma-fi-ha-š l-ɛeŧɍiya.
  b la, ma-ta-nebǥi-h-š.
  c iyeh, ta-nebǥi-ha bezzaf.

4 waš ɛažb-ek l-meǥrib?
  a l-meǥrib blad mezyana.
  b la, dik le-blad ma-ɛažeb-ni-š.
  c la, ɛažba-ni l-meǥrib.

5 waš ɛažba-k đ-đaɍ dyal-i?
  a iyeh, ta-nebǥi đaɍ-ek.
  b đaɍ-ek zwina, tbaɍek łłah.
  c la, ma-ta-nebǥi-ha-š.

6 waš bǥiti t-teffaħ?
  a waxxa, teffaħa weħda kafya.
  b hak, xŭd t-teffaħa.
  c iyeh, ta-nebǥi-ha bezzaf.

Exercise 53.f

In the sound file somebody will ask you if you like certain things. After the question there is an indication as to what you should answer: +, – or ±.

+ ta-nebǥi-h(-ha) bezzaf / ɛažeb-ni bezzaf (ɛažba-ni)

± ta-nebǥi-h(-ha) šwiya / ɛažeb-ni šwiya

– ma-ta-nebǥi-h(-ha)-š / ma-ɛažeb-ni-š

Example

given **waš ta-tebǥi xizzu?** ±

you **xizzu, ta-nebǥi-h šwiya**

1 waš ɛažb-ek had l-ħeyy? +

2 waš ta-tebǥi atay be-n-neɛneɛ? ±

3 waš ta-tebǥi l-makla s-sxuna? +

4 waš ta-tebǥi ŧ-ŧažin be-l-begri? –

5 waš ɛažba-k l-kuzina dyal-ek? ±

6 waš ta-tebǥi l-xŭbz be-z-zebda? –

Exercise 53.g

In the sound file someone will ask you if you like something. Answer that you like it if it fulfils a certain condition (given in English).

Example

given **waš ta-tebǥi s-seksu?** (with mutton)

you **ta-nebǥi s-seksu lli be-l-lħem dyal le-ǥnem.**

1 waš ta-tebǥi le-ħrira? (with chickpeas)

2 waš ta-tebǥi l-lħem? (without fat)

3 waš ta-tebǥi ŧ-ŧažin? (with garlic and saffron)

4 waš ta-tebǥi le-ħlib? (very cold)

5 waš ta-tebǥi l-makla l-meǥribiya? (without spices)

6 waš ta-tebǥi l-xŭbz l-inglizi? (without salt)

Exercise 53.h

Give an (imaginary) male person the following instructions in Moroccan:

1 Get (= take!) a form (= **weɍqa**) from (= at) the police.

2 Write your name on (= in) the form.

3 Return to the police.

4 Take your passport!

5 You must see if the passport is good.

6 You must say for how long you have been in the UK.

7 You must sit down and speak English with the people.

Language learning and language problems

Lesson 54

Where did you learn Arabic?

Listen to the following two conversations. The first one is between an American man and a Moroccan man and the second one between an American woman and a Moroccan woman. Both conversations are about learning Moroccan.

American man	s-salamu ɛli-kŭm.
Moroccan man	wa-ɛli-kŭm s-salam. wałłah ka-tetkellem l-ɛeɍbiya? ɛžib! fayn tɛellemti-ha?
American man	łłah yxelli-k tkellem be-šwiya baš nfehm-ek.
Moroccan man	qŭlt l-ek, fayn tɛellemti l-ɛeɍbiya?
American man	ta- neqɍa l- ɛeɍbiya fe-l-žamĭɛa.
Moroccan man	l-luǥa l-ɛeɍbiya l-fus̵ħa?
American man	la, ta-neqɍa d-dariža l-meǥribiya.
Moroccan man	ta-teqɍa d-dariža l-meǥribiya!? ɛlaš?
American man	smeħ l-i, ma-fhemt-ek-š, xes̵s̵-ek tehđeɍ be-šwiya.
Moroccan man	ɛlaš ka-teqɍa d-dariža?
American man	baš netkellem mɛa le-mǥaɍba lli saknin f-merikan.
Moroccan man	xes̵s̵-ek teqɍa l-luǥa l-ɛeɍbiya l-fus̵ħa. ħsen l-ek. waš ka-teɛɍef tekteb l-ħuruf l-ɛeɍbiya?
American man	la, ma-neɛɍef-š nekteb-hŭm. ta-neqɍa ǥir d-dariža l-meǥribiya baš yemken l-i nɛawen le-mǥaɍba lli ħetta huma ma-ta-yɛeɍfu-š yketbu.
Moroccan man	ɛend-ek l-ħeqq.

American woman	men feđl-ek a lalla, bğit netɛellem l-ɛeṙbiya. xess-ni ši waħed lli yɛawen-ni.
Moroccan woman	ɛžib, ta-tetkellmi l-ɛeṙbiya mezyan! mreħba bi-k, ana ğadi nɛawn-ek.
American woman	šŭkrăn. bğit netɛellem kŭll ši. šnu smiyt hada be-l-ɛeṙbiya?
Moroccan woman	hadi smiyt-ha l-musežžala.
American woman	men feđl-ek, quli lli qŭlti meṙṙa x̂ṙa.
Moroccan woman	hadi smiyt-ha l-musežžala. daba ğadi tɛawdi nti had l-kelma.
American woman	l-musežžala.
Moroccan woman	qŭlti-ha mezyan. ğadi tetɛellmi l-ɛeṙbiya mezyan.
American woman	in ša łłah.

Vocabulary

wałłah	by God! (exclamation of surprise)
(ka-)tetkellem	you speak
ɛžib	good, wonderful, remarkable (exclamation of surprise)
tɛellemti	you learnt
(ta-)nefhem	I understand
nfehm-ek	I understand you
qŭlt	I said
(ta-)neqṙa	I study, I read
žamĭɛa†	university
l-luğa	the language
l-ɛeṙbiya l-fusħa	Classical (Standard) Arabic
d-dariža	dialect
ma-fhemt-ek-š	I didn't understand you
be-šwiya	slowly
ħsen l-ek	it's better for you
l-ħuruf††	the letters
nɛawen	I help
ɛend-ek l-ħeqq	you are right

(ka-)netɛellem	I learn
xe~~ss~~-ni	I need
ši waħed	somebody
ǥadi	will (expresses future)
museẓẓala	tape recorder, cassette recorder
qŭlti	you said
(ka-)tɛawdi	you ♀ repeat
kelma	word
tqen	to master

†Some words starting with **ž** don't indicate the article by duplicating that **ž**, but by a **l-**. Amongst those words is **žamĭɛa**.
††Sometimes the plural of a noun not denoting a person is regarded as feminine singular: **l-ħuruf l-ɛeɍbiya**.

Explanation

54.a Present tense conjugation of verbs of the type √qɍa/a.

Look at the verbs in the sentences below:

1 *ta-neqɍa* l-ɛeɍbiya fe-l- žamĭɛa.

2 ɛlaš *ka-teqɍa* d-dariža l-meǥribiya?

3 xe~~ss~~-ek *teqɍa* l-luǥa l-ɛeɍbiya l-fu~~s~~ħa.

What is the difference between the conjugation of this verb and the verbs that we saw in Lesson 48.a?

The vowel in the present tense of **√bǥa/i** is an **i**, while the vowel in the present tense of **√qɍa/a** is an **a**.

qɍa/a takes the same prefixes and suffixes as **√bǥa/i** (except for the form for you-singular-feminine).

(ana)	ta-neqɍa	(ħna)	ta-neqɍaw
(nta)	ta-teqɍa	(ntuma)	ta-teqɍaw
(nti)	ta-teqɍay	(huma)	ta-yeqɍaw
(huwa)	ta-yeqɍa		
(hiya)	ta-teqɍa		

The form for **nti** is **(nti) ta-teqŕay**. This comes from **ta-teqŕa + i**. Do you remember what happened with the **nti** form of the verb **√bg̶ᵃ⁄ᵢ**? (see Lesson 48.a)

Like in **ta-yebg̶iw** the plural suffix **-u** changes to **w**.

These verbs (among other ones) are conjugated this way:

√lqᵃ/ₐ = to meet, encounter

√bqᵃ/ₐ = to stay

Exercises a, b and c deal with this.

54.b The present tense of the verb √qᵃ⁄ᵤl = to say

Look at the verb forms in the sentences below:

4 *qŭlt* l-ek: fayn tɛellemti l-ɛeŕbiya.

5 quli lli *qŭlti* meŕŕa x̂ŕa.

6 *qŭlti*-ha mezyan.

You can see that the unstable vowel **ŭ** appears between the first and the last radical (®**q** and ®**l** respectively) in the forms for 'I' and 'you'. In the past tense 'I' takes a **t** after its last radical and 'you' takes **ti** after its last radical, both **nta** and **nti**.

(nta) qŭlti

(nti) qŭlti

You'll learn the full conjugation of this verb in Lesson 55.

As you can see in

4 qŭlt l-ek: fayn tɛellemti l-ɛeŕbiya

the preposition 'to' (as in: to say something *to* someone) is expressed in Moroccan by **l-.**

Exercises d and e deal with this.

54.c The future tense

Look at the sentences below:

7 xes̶s̶-ni ši waħed lli *g̶adi* yɛawen-ni.

8 ana *g̶adi* nɛawn-ek.

9 daba *g̶adi* tɛawdi-ha nti.

10 *g̶adi* tetɛellmi l-ɛeŕbiya mezyan.

These sentences you have seen before:

11 ħin texrŭž men bab đ-đaɍ ɠadi tšuf l-feɍɍan (Exercise 50.f)

12 huwa ɠadi yebni žuž d-le-byut l-fuq. (Exercise 50.g)

13 daba ɠa-takŭl ŧ-ŧažin bħal le-mɠaɍba. (53)

14 meɍɍa x̂ɍa in ša łłah ɠadi neɍžeɛ. (53)

It has been mentioned before (Exercise 49.c) that **ɠadi** is the future particle. It always precedes a verb in the present tense and cannot occur in conjunction with **ka-/ta-**.

To negate verbs in the future tense, the negation **ma-. . .-š** is placed around the particle **ɠadi**:

ma-ɠadi-š tetɛellem l-hułanđiya mezyan.

ma-ɠadi-š neqɍa fe-l- žamĭɛa, ɠadi neqɍa fe-l-meɠrib.

There is also a short form **ɠa-** which is connected to the verb. **ɠa-** is part of the verb, so the negation is put around the verb. The negation of Sentence 13 would be as follows:

13 daba *ma-ɠa-takŭl-š* ŧ-ŧažin bħal le-mɠaɍba.

Some speakers decline **ɠadi** into **ɠadya** and **ɠadyin** respectively if the subject of the sentence is feminine or plural. But this is not very common.

You only use **ɠadi** when making a prediction or stating an intention (that is, if it is almost certain that something will happen (see 7 to 14).

So **ɠadi** isn't used for all future actions (see Lesson 50.c). For example when expressing a wish, expectation, exhortation or suggestion, you don't use **ɠadi**:

15 ma-ykun bas in ša łłah. (45)

16 yałłah, nšeɍbu ši ħaža. (45)

Exercises f, g and h deal with this.

54.d Expressing surprise

Listen again to these sentences from the dialogues in Lesson 54:

17 wałłah, ka-tetkellem l-ɛeɍbiya? ɛžib!

18 ɛžib, ta-tetkellmi l-ɛeɍbiya mezyan.

wałłah is used to express surprise. Literally it means 'by God'. Another word to express surprise is **ɛžib**. Mind the intonation and the elongated vowel i: **ɛžiiib**!

Intonation can be used to nuance what you say. In Moroccan you can elongate a long vowel in an adjective a bit more to express your surprise about the intensity of an attribute.

had đ-đaɍ kbira — had đ-đaɍ kbiiiira!

had l-musežžala ǥalya — had l-musežžala ǥaaalya!

Exercises i, j and k deal with this.

Exercises

Exercise 54.a

Finish the grid below using forms of the verb on the left.

ana ta-nelqa — ħna ________ — huma ________

huwa ta-yeqɍa — hiya ________ — ntuma ________

hiya ta-tebqa — ana ________ — ħna ________

ħna ta-neqɍaw — nta ________ — nti ________

ntuma ta-telqaw — hiya ________ — nti ________

huwa ta-yebqa — ana ________ — nta ________

Exercise 54.b

From verb forms a to i below, select the right ones to complete Sentences 1 to 6. There are a few extra verb forms.

a neqɍa
b ta-yelqaw
c nelqaw
d nebqa
e ta-yeqɍa
f teqɍay
g ta-yeqɍaw
h yebqa
i tebqaw

1 d-drari dyal-na ma- ________ -š l-ɛeɍbiya fe-l-međɍaꞩa.

2 xeꞩꞩ-na ________ le-mǥaɍba baš netɛellmu d-dariža.

3 waš ta-tɛeɍfi ________ l-ħuruf l-ɛeɍbiya?

4 baš netqen l-ɛeɍbiya l-fuꞩħa xeꞩꞩ-ni ________ ɍbeɛ snin fe-l- žamĭɛa.

5 lli ma- ________ -š l-ingliziya ǥadi ________ fe-đ-đaɍ gales bla xedma.

6 ɛlaš ma-ǥadi-š ________ fe-l-ingliz, ħsen l-kŭm.

Exercise 54.c

Complete the sentences below with verb forms. Choose from verbs having the roots √qɍ^a/$_a$, √bq^a/$_a$ and √lq^a/$_a$. Check if you need the particle ka-/ta-, or maybe the future particle ǥa-.

1 ma-neqđeɍ-š ________, ɛend-i mewɛid fe-t-tlata.

2 le-mǥaɍba, kaynin lli ________ u kaynin lli ma- ________ -š f-ši međɍaꞩa.

3 le-wlad le-mǥaɍba ________ le-wlad n-ngalza fe-z-zenqa u fe-l-međɍaꞩa.

4 ǥedda ________ waħed le-mɍa meǥribiya baš netkellem mɛa-ha be-l-ɛeɍbiya d-dariža.

5 l-meǥribi lli ǥa-yemši le-l-ingliz ________ f-dik le-blad mǥarba x̂ɍin.

6 l-meǥribi lli ________ fe-l-ingliz, ħsen l-u yeqɍa l-luǥa.

Exercise 54.d

Somebody tells you to do something (**xeꞩꞩ-ek . . .**). Respond by saying that you already told them yesterday that you can't do that (yesterday = **l-baɍeħ**). Also tell them the reason you can't.

Example

given	**xeꞩꞩ-ek teqɍa l-ingliziya.**
you	**l-bareħ qŭlt l-ek ma-neqđeɍ-š neqɍa l-ingliziya, ma-ɛend-i-š l-weqt.**

1 xeꞩꞩ-ek tɛawen b̂b̂a-k.

2 xeꞩꞩ-ek tɛawdi men ždid l-ħuruf l-ɛeɍbiya.

3 xeꞩꞩ-ek tetkellem be-l-ɛeɍbiya.

4 xeꞩꞩ-ek takŭl mɛa-na.

5 xeꞩꞩ-ek tqeddem l-i mɍat-ek.

6 xeꞩꞩ-ek tqul l-i ašnu bǥiti.

Exercise 54.e

Somebody tells you to do something. Ask him/her what he/she said, and say you didn't understand. When they have repeated it, say that you have understood now, you have to . . .

Example

given	**xes̶s̶-ek teqɍa mezyan.**
you	**łłah-yxelli-k, aš qŭlti? ma-fhemt-ek-š.**
given	**qŭlt l-ek baš teqɍa mezyan.**
you	**daba fhemt, xes̶s̶-ni neqɍa mezyan.**

1 xes̶s̶-ek tetkellmi be-l-ɛeɍbiya l-fus̶ħa, ma-ši be-d-dariža l-meǥribiya.

2 fe-l-lewwel xes̶s̶-ek teǥsel yeddi-k.

3 xes̶s̶-ni nemši; ɛend-i meweɛid fe-t-tlata.

4 xes̶s̶-na nheđɍu be-l-ingliziya baš neteɛellmu-ha.

5 ma-xes̶s̶-ek-š tebqay fe-đ-đaɍ galsa.

Exercise 54.f

Somebody tells you he intends or wants to do something. Ask if he will really do it.

Example

given	**bǥit neteɛellem l-ɛeɍbiya.**
you	**waš ǥadi teteɛellem l-ɛeɍbiya be-s̶-s̶eħħ?**

1 bǥit nebqa gales fe-đ-đaɍ bla xedma.

2 bǥit nekri đaɍ fi-ha xemsa d-le-byut de-n-nɛas.

3 bǥit nakŭl ɛša xfif.

4 bǥit nemši l-l-meǥrib meɍɍa fe-l-xems snin.

5 bǥit nakŭl ǥir ɛinba weħda.

6 ǥadi ndir ŧ-ŧenžɍa fuq l-keskas.

Exercise 54.g

In the sound file you will hear a short text about 'Hans'. Listen and answer the questions using what you have heard and read.

'George' kanadi lli ǥadi yemši l-l-meǥɍib baš yetɛellem l-luǥa l-ɛeɍbiya l-fus̵ħa. ǥadi yeqɍa fe-l- žamĭɛa fe-ɍ-ɍbaŧ. ǥadi yžib mɛa-h waħed l-musežžala. fe-l-lewwel ma-ǥadi-š yefhem bezzaf. ǥadi yeqɍa l-ħuruf l-ɛeɍbiya u ǥadi yekteb-ha.

Example

question	**waš had l-kanadi ǥadi yemši l-l-meǥɍib?**
you	**iyeh, ǥadi yemši l-l-meǥɍib.**

1 waš ǥadi yefhem kŭll ši fe-l-lewwel?

2 waš ǥadi yekteb l-ħuruf l-ɛeɍbiya?

3 waš ǥadi yetɛellem d-dariža l-meǥɍibiya?

4 waš ǥadi yžib mɛa-h musežžala?

5 waš ǥadi yeskŭn f-merrakeš?

Exercise 54.h

The sentences below contain mistakes. All those mistakes are in the verbs; for example the tense, a missing particle or a particle too many, etc. Correct the mistakes.

1 men feđl-ek a ħmed, ka-tsedd l-biban kŭll-hŭm.

2 ši nhaɍ ka-nemši l-kŭll ši l-bŭldan l-ɛeɍbiya f-ifriqiya.

3 ħna dima ǥa-naklu l-meɛza wella l-ħewli.

4 xes̵s̵-ek ka-temši tšuf film ɛeɍbi, tetɛellem l-ɛeɍbiya mezyan.

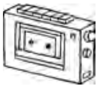
5 kŭll simana b̂b̂a yemši le-s-suq, yešri l-na kbabeŧ ždad.

6 hadi telt iyyam u hiya ǥadi tenɛes f-le-fraš.

Exercise 54.i

The pictures below indicate objects belonging to your conversation partner, and indicated is an attribute of this object. Tell your conversation partner that you are surprised that this object of theirs has that attribute.

Example

given  **ɍxiꞩ**

you **ɍxiꞩa, had l-musežžala dyal-ek.**

1  kbir

2   ǥali

3  qɍib

4  ꞩǥiɍ

5   qdim

Exercise 54.j

Somebody says they will, can, etc. do something. Express your surprise about this.

Example

given **ka-netkellem l-ɛeɍbiya.**

you **wałłah, ka-tetkellem l-ɛeɍbiya? ɛžib!**

1 ǥadi nešri télévizyun ždid.

2 ta-neεɍef b̂b̂a-k.

3 ǥa-ndir ŧ-ŧažin u s-seksu be-z-žuž.

4 bǥit nebni đaɍ ždida.

5 ǥadi netεellem l-ingliziya.

6 bǥit nεawn-ek.

7 ma-ka-neεɍef-š ašnu huwa ŧ-ŧažin.

8 mɍat-i ma-ta-tetqen-š l-ingliziya.

9 had đ-đaɍ ꞩ-ꞩǥiɍa εažba-ni.

Exercise 54.k

Somebody shows you something saying, ‘Look at this . . .’. An attribute is also given. Express your surprise at the thing presented having that attribute.

Example

given	**šuf had le-ktab.**	**(εžib)**
you	**εžib had le-ktab!**	

1 šuf had le-hdiya. (zwin)

2 šuf had l-kebbuŧ. (ɍxiꞩ)

3 šuf had l-meŧεem. (mezyan)

4 šuf had s-stilu. (ǥali)

5 šuf had l-kelb. (kbir)

6 šuf had l-faɍ. (ꞩǥiɍ)

Lesson 55

Moroccans in the USA should learn English

Listen to the story of a Moroccan woman living in the USA. She states it is important to learn the language of the country one lives in.

le-mǥaɍba lli saknin f-merikan ta-yelqaw l-mašakil hnaya. ana ta-nđenn l-muškil le-kbir huwa l-luǥa. l-insan lli ta-yeɛɍef l-luǥa ta-yeɛɍef kŭll ši. l-insan lli ma-ta-yeɛɍef-š l-luǥa ta-yebqa fe-đ-đaɍ bħal ħmaɍ. f-had l-weqt hada, l-insan lli baǥi yexdem f-ši fabrika, la bŭdd yetqen l-luǥa l-ingliziya. l-‘insan lli ma-ta-yetqen-š l-luǥa l-ingliziya yebqa fe-đ-đaɍ gales, bla xedma, bla flus, bla walu. l-‘ažanib lli saknin f-merikan xeꞩꞩ-hŭm yetɛellmu l-luǥa l-ingliziya baš yemken l-hŭm yħellu l-mašakil dyal-hŭm. ana fe-l-lewwel kŭnt ta-neqɍa ɛend waħed le-mɍa merikaniya. hak̂da ža-ni sahel šwiya baš nefhem l-luǥa l-ingliziya. ‘amma d-drari dyal-i, huma ta-yeqɍaw l-ingliziya fe-l-međɍaꞩa. ħetta ana kŭnt ta-neqɍa f-waħed l-međɍaꞩa. n-nas le-k̂baɍ ta-yetɛellmu l-ingliziya fe-l-fabrikat fayn ta-yxedmu. ħit ta-yxedmu mɛa l-merikaniyin fe-blaꞩa weħda u hak̂da ta-yetɛellmu l-luǥa. wella ta-yetɛellmu-ha fe-z-zenqa wella fe l-ħanut.

Vocabulary

(ta-)yelqaw	they meet, encounter; find
mašakil (pl.)	problems
(ta-)nđenn belli . . .	I think that . . .
l-insan	the man
(ta-)yebqa	he stays
baǥi	wanting
(ta-)yetqen	he masters (sometimes also yetqŭn)

l-ingliziya	the English language
bla	without
xedma	work
bla walu	without anything, with nothing (lit.: without nothing)
‘ažanib (pl.)	foreigners
(ta-)yħellu	they solve
kŭnt	I was
hak̂da	as well, also
ža-ni	it was for me (lit.: it came to me)
sahel	easy
ħit	because
blas̵a	place
weħda (fem.)	one

Explanation

55.a The past tense of the verb √$k^{a}/_{u}n$

Look at the verbs in italics in the sentence below:

1 ana *kŭnt* ta-neqɍa ɛend waħed le-mɍa merikaniya.

Compare the verb form **kŭnt** to **qŭlt** in Lesson 54.b. Below are a few more sentences containing past tense verb forms of √$q^{a}/_{u}l$ and √$k^{a}/_{u}n$. Do they match what you learnt in Lesson 54.b?

2 ɍ-ɍažel *qal:* xes̵s̵-ek teqɍa l-ɛeɍbiya l-fus̵ħa.

3 m̂m̂-i *qalet* l-i: xes̵s̵-ek tebqa fe-đ-đaɍ.

4 nta, dima *kŭnti* ta-teqɍa mezyan.

5 s-simana kŭll-ha *kŭnt* mɍiđ.

6 b̂b̂a, n-nhaɍ kŭll-u *kan* naɛes.

As expected, the short vowel **ŭ** appears in all first and second persons singular and plural **(ana, nta, nti, ħna, ntuma).**

(ana)	kŭnt	qŭlt
(nta)	kŭnti	qŭlti
(nti)	kŭnti	qŭlti
(ħna)	kŭnna	qŭlna
(ntuma)	kŭntiw (kŭntu)	qŭltiw (qŭltu)

But the third person, both masculine and feminine, singular and plural, have the vowel **a**, with no suffix in the he-form, the suffix **–et** in the she-form and the suffix **-u** in the they-form:

(huwa)	kan	qal
(hiya)	kanet	qalet
(huma)	kanu	qalu

So the vowel **a** from the root notation (**√k$^{a}/_{u}$n**) <u>only</u> appears in the third person forms (**huwa, hiya, huma**).

The full conjugation of these two verbs in the present tense is:

ana	kŭnt	qŭlt
nta	kŭnti	qŭlti
nti	kŭnti	qŭlti
huwa	kan	qal
hiya	kanet	qalet
ħna	kŭnna	qŭlna
ntuma	kŭntiw/-tu	qŭltiw/-tu
huma	kanu	qalu

In Sentences 1 and 4 you can see a form of the verb **kan (√k$^{a}/_{u}$n)** followed by another verb in the present tense. In these cases **kan** is an auxiliary verb. This will be elaborated on in Lesson 55.b.

Sentences 5 and 6 show another function of **kan** in the past tense: here it is a copula connecting subject and predicate. Earlier you have learnt that Moroccan

doesn't have a copula like English 'to be'. But that is only partially true. In the past tense Moroccan does have the copula 'to be': the verb **√ka/un**.

A general observation about the past tense in Moroccan: the past tense in Moroccan is used to express an action that has happened but has finished at the moment of speaking. However, there is a difference between verbs describing a short-term action, like 'to see' and 'to eat', and verbs that describe longer-term actions or situations, like 'to know' or 'to be able to'.

If a Moroccan verb describing a *short-term action* is in the past tense, it expresses the occurrence of that action:

šaf	he saw
qal	he said

If a Moroccan verb describing a *longer-term action* or situation is in the past tense, it only describes the start of that action or situation:

gles	not: he sat, but: he sat down

Exercises a, b, c and d deal with this

55.b A continuous or repeated action in the past

Look at these sentences:

1 ana *kŭnt ta-neqʀa* ɛend waħed le-mʀa merikaniya.

If you regularly did something, were used to doing something or did something for a longer continuous period of time, this is expressed with the verb **kan** in the past tense followed by another verb in the present tense. An example is Sentence 1, which means: I used to study with a American woman.

Some more examples:

7	kŭnt ta-nđenn baš neqʀa l-ɛeʀbiya.	I thought about studying Arabic.
8	ʀažl-i kan ta-yexdem mɛa l-bulis.	My husband worked for the police.
9	beɛđ l-meʀʀat kŭnt ta-netkellem mɛa dik le-mʀa.	I spoke to that woman a few times.

Some more examples:

10	kŭnt ta-nemši l-l-meḡrib.	I used to go to Morocco.
11	waš kŭnti ta-ṫħell l-mašakil dyal-hŭm?	Did you use to solve their problems?
12	b̂b̂a kan ta-yžib mεa-h le-hdiyat.	Father used to bring gifts.

It depends on the context whether 'repeatedly', 'usually' or 'for a longer time' applies in a sentence. Sometimes there are several possibilities and you need to look at the context to decide which applies.

Exercises e, f and g deal with this.

55.c Present tense of verbs with identical second and third radicals

Look at the verbs in the following sentences:

15 ana *ta-nđenn* l-muškil le-kbir huwa l-luḡa.

16 ta-yxes̶s̶-hŭm yetεellmu l-luḡa l-ingliziya baš yemken l-hŭm *yħellu* l-mašakil dyal-hŭm.

The roots of the two verbs in italics are **√đnn** and **√ħll** respectively. In both roots the second and third radicals are the same. The conjugation of this type of verb in the present tense is different from the verbs with 3 different radicals (of the type √kteb). First go back to Lesson 45.c where we talked about the conjugation of this latter type of verb.

The prefixes and suffixes for this new type are the same as for the old type:

nħll	nħllu
ṫħll	ṫħllu
ṫħlli	yħllu
yħll	
ṫħll	

Now you need to add the unstable vowels **e**, but these are not allowed to be entered between the second and the third (identical) radicals. This makes the following grid:

(ana)	ta-nħell	(ħna)	ta-nħellu
(nta)	ṫħell	(ntuma)	ṫħellu
(nti)	ṫħelli	(huma)	yħellu
(huwa)	yħell		
(hiya)	ṫħell		

Now write down the conjugation of the verb with the stem **√đnn = to think.**[60]
Some other verb stems of this type are:

√dqq	to knock
√sdd	to close
√šdd	to take, to grab (and for some speakers 'to close' as well)
√xs̶s̶	to be necessary (of this verb only the 'he-form' exists)
√kbb	to pour
√ħkk	to scratch

Exercises h, i and j deal with this.

Exercises

Exercise 55.a

Below are 6 statements about today. Give
this statement in the past tense by stating that the same thing applied to you yesterday.

today = **l-yum** * yesterday = **l-bareħ**

Example

given **l-yum faŧima mɍiđa.**
you **ħetta ana kŭnt mɍiđ(a) l-bareħ.**

1 l-yum d-drari feɍħanin.
2 l-yum b̂b̂a ɛeyyan.
3 l-yum xu-ya naɛes n-nhaɍ kŭll-u, huwa mɍiđ šwiya.
4 l-yum m̂m̂-i ħzina, b̂b̂a mɍiđ.
5 l-yum bent-i ɛeyyana bezzaf.
6 l-yum l-ažanib kŭll-hŭm feɍħanin.

Exercise 55.b

Below are 6 statements in the present tense. State that in the past (= **men qbel**) the opposite was true.

Example

given	**n-ngalza nas xaybin.**
you	**men qbel kanu nas mezyanin.**

1 dak ɍ-ɍažel ta-yqul: xeꞩꞩ-ek teqɍa l-ɛeɍbiya l-fuꞩħa.

2 nta dima ta-tkun feɍħan.

3 l-yum l-xŭđɍa ǥalya bezzaf.

4 le-blaꞩa dyal b̂b̂a-k xawya.

5 b̂b̂a-k ǥadi yqul l-ek baš teqɍa mezyan.

6 le-mǥaɍba nas feɍħanin.

Exercise 55.c

On the tape somebody asks a question concerning yesterday.

(**fayn kŭnti l-bareħ?)**

Answer this question using the information given in English. A second question will ask you if that was really the case (**waš kŭnti . . . be-ꞩ-ꞩeħħ?).** Answer that it was (**iyeh, kŭnt . . . be-ꞩ-ꞩeħħ!**).

Example

question 1	**fayn kŭnti l-bareħ?**	**(at home)**
you	**l-bareħ kŭnt fe-đ-đaɍ.**	
question 2	**waš kŭnti fe-đ-đaɍ be-ꞩ-ꞩeħħ?**	
you	**iyeh, kŭnt fe-đ-daɍ be-ꞩ-ꞩeħħ!**	

1 waš kŭntiw mɍađ kŭll-kŭm l-bareħ a d-drari? (yes)

2 b̂b̂a-k, waš kan fe-l-fabrika l-bareħ? (yes)

3	fayn kŭnti naɛes l-bareħ?	(outside)
4	waš kŭnti fe-l-međɍas̵a l-bareħ?	(yes)
5	fayn kŭnti l-bareħ a dris?	(at home)
6	fayn kŭntiw l-bareħ?	(at the university)

Exercise 55.d

Somebody states they have said something to somebody else.
Ask if they really said that.

Example

statement **qŭlt l-faŧima: xes̵s̵-ek ŧħelli l-muškil dyal-i.**

you **waš qŭlti l-ha hada be-s̵-s̵eħħ?**

1 qŭlt le-ħmed: l-ɛeɍbiya luǥa sahla.

2 qŭlt l-ɛayša: ma-xes̵s̵-ek-š tebqay galsa fe-đ-đaɍ.

3 qŭlt le-ƀƀa: l-ingliziya luǥa sahla, la bŭdd tetɛellem-ha.

4 qŭlt le-x̂t-i: aži mɛa-ya l-l-međɍas̵a.

Exercise 55.e

Somebody tells you that they used to do certain things. Respond by saying that you used to do that as well in the past (**men qbel**).

Example

given **dima ta-nemši le-s-suq.**

you **men qbel ħetta ana kŭnt ta-nemši le-s-suq.**

1 ta-netkellem bezzaf mɛa ž-žiran dyal-i.

2 dima ta-nħell l-mašakil dyal-i.

3 ta-neqɍa l-ɛeɍbiya fe-l- žamiɛa.

4 ta-nexdem fe-blas̵a weħda mɛa n-ngalza.

5 dima ta-nemši l-l-busŧa fe-s̵-s̵baħ.

6 kŭll ꞩbaħ ta-nešɍeb waħed l-ǥŭɍɍaf dyal le-ħlib.

7 dima ta-nelqa b̂b̂a fe-s-suq.

8 kŭll nhaɍ ka-nemši nšuf l-qađi.

Exercise 55.f

Somebody tells you they do something regularly. Respond by saying that you used to do the same thing daily, all the time, sometimes, etc. How often you did it is indicated within brackets.

simana = week

Example

given	**ta-nεawen l-ažanib meɍɍa fe-s-simana.**	**(kŭll yum)**
you	**men qbel (ana) kŭnt ta-nεawen l-ažanib kŭll yum.**	

1 beεđ l-meɍɍat ta-ndir l-ħut fe-ŧ-ŧažin. (dima)

2 dima ta-nǥeslu yeddi-na qbel le-ǥda. (beεđ l-meɍɍat)

3 ta-netkellem mεa le-mǥaɍba bezzaf. (ǥir šwiya)

4 bezzaf de-l-meɍɍat ta-nešɍeb atay mεa ž-žiran. (beεđ l-meɍɍat)

5 kŭll yum ta-nŧeyyeb s-seksu le-đ-đyaf. (beεđ l-meɍɍat)

6 beεđ l-meɍɍat ta-nešɍeb l-qehwa mεa mul đ-đaɍ. (ǥir ši meɍɍa)

Exercise 55.g

Below are a few activities you used to do or will do in the future.

Use this information to answer the questions.

past **(l-mađi)**	*future* **(l-musteqbel)**
read Arabic books	learn Arabic
help Moroccans	solve own problems
learn French	study at university

Example

question	**waš ši meɍɍa ta-teqɍa le-ktub dyal l-εeɍbiya?**
you	**men qbel kŭnt ta-neqɍa le-ktub dyal l-εeɍbiya.**

1 waš beɛđ l-meɍɍat ka-tɛawen le-mǥaɍba?

2 waš daba ta-teqɍa fe-l- žamĭɛa?

3 waš ta-teqɍa le-fɍanꞩawiya fe-l-međɍaꞩa?

4 waš dima ta-ħell l-mašakil dyal-ek?

5 waš ta-teqɍa le-ktub dyal l-ɛeɍbiya beɛđ l-meɍɍat?

6 waš ta-teɛɍef tekteb l-ɛeɍbiya?

Exercise 55.h

Complete the grid below.

In each row, give verb forms from one root. All verb forms are in the present tense.

stem			
_________	ana ta-nħell	hiya _________	ntuma _________
_________	huwa _________	huma ta-ydeqqu	nta _________
_________	ħna ta-nšeddu	nti _________	hiya _________
_________	huwa _________	huma _________	ħna ta-nkebbu
√sdd	nti _________	hiya _________	ntuma _________

Exercise 55.i

Choose verb forms from the list a to l below to complete the sentences. There are a few verb forms too many.

a	ka-nđenn	e	ħellu	i	nħell
b	nšedd	f	seddu	j	ka-tdeqq
c	ysedd	g	ka-tđenn	k	ka-ħellu
d	ħelli	h	ta-yxeꞩꞩ-ek	l	nħellu

1 xeꞩꞩ-kŭm _________ l-mašakil dyal-kŭm.

2 łłah yxelli-kŭm _________ l-bab!

3 a le-mɍa, xeꞩꞩ-ek _________ l-mašakil dyal d-drari dyal-ek.

4 ɛlaš l-bulis ǥadi _________ l- žamĭɛa?

5 ma-________-š ašnu ________ nta a xu-ya.

6 ɛlaš ________ fe-l-bab a sidi? daba ǥadi ________ l-ħanut u ǥedda fe-ꞩ-ꞩbaħ ǥadi ________-u.

7 ________ tɛawen-ni f-had l-muškil.

Exercise 55.j

Complete each sentence with forms of one verb. Choose from the verbs with stems: **√ħll, √sdd, √šdd, √đnn, √dqq, √kbb**

1 men feđl-ek, ________ l-bab a ħmed. ana ǥadi ________ s-sražem, baš yebqa l-bit sxun.

2 ________ had s-swaret a faŧima, waš ta-yemken l-ek ________ ħetta š-škara?

3 fe-l-lewwel xeꞩꞩ-ek ________ fe-l-bab. n-nas kŭll-hŭm ________ fe-l-biban qbel ma (= before) ydexlu.

4 le-mǥaɍba kŭll-hŭm ________ belli (= that) le-mđaɍeꞩ l-ingliziya ma-ši mezyana bezzaf. ana ma- ________ -š hada.

5 mul l-feɍɍan ________ l-ħanut dyal-u fe-s-sebɛa de-ꞩ-ꞩbaħ. ħna kŭnna ________ l-ħanut fe-t-tesɛud, daba xu-ya ________ -ha fe-t-tmenya.

6 ana ǥadi ________ l-ek atay. waš yemken l-i ________ -u fe-l-ǥŭɍɍaf, ma-kaynin-š l-kisan.

Lesson 56

In Morocco we speak Arabic, Berber and French

An Englishman asks a Moroccan to explain the language situation in Morocco.

Englishman	smeħ l-i a sidi, bǥit nsewwl-ek, šħal men luǥa kayna fe-l-meǥrib?
Moroccan	fe-l-meǥrib kayna l-ɛeɍbiya u men beɛd kayna š-šelħa u le-fɍans̵awiya, walakin l-ɛeɍbiya fi-ha žuž de-š-škal, l-ɛeɍbiya d-dariža u l-ɛeɍbiya l-fus̵ħa. š-šelħa fi-ha tlata de-š-škal: š-šelħa dyal r-rif; ta-yetkellmu bi-ha r-rifiyin. tŭmma kayna š-šelħa dyal l-aŧƚes̵; ta-yetkellmu bi-ha n-nas lli saknin fe-l-aŧƚes̵, u kayna š-šelħa s-susiya; ta-yetkellmu bi-ha n-nas lli saknin fe-s-sus. mɛa l-'asaf ma-ta-yetkellmu-š n-nas kŭll-hŭm l-ɛeɍbiya ɛend-na fe-l-meǥrib. n-nas lli ma-qaɍyin-š ma-ta-yfehmu-š l-ɛeɍbiya l-fus̵ħa.
Englishman	iden fe-l-meǥrib kayen l-feɍq ma-bin n-nas lli ta-yetkellmu l-ɛeɍbiya u n-nas lli ta-yetkellmu š-šelħa.
Moroccan	ana ma-mettafeq-š mɛa-k. ħna kŭll-na mǥaɍba, šeɛb l-meǥrib šeɛb waħed, ɛend-na luǥa weħda lli hiya l-ɛeɍbiya l-fus̵ħa. l-ɛeɍbiya hiya l-lewwla u le-fɍans̵awiya fe-l-makan t-tani beɛd l-ɛeɍbiya. le-fɍans̵awiya bħal l-ɛeɍbiya, ma-ši n-nas kŭll-hŭm ta-yfehmu-ha.

Vocabulary

šħal men	how many (followed by singular)
š-šelħa	the Berber language
škal (mv.)	forms
r-rif	the Rif Mountains
r-rifiyin	the Rif Berbers (different plural: rwafa)

tŭmma	then
l-aṯles	the Atlas Mountains
s-susiya	the Sous-Berber language
s-sus	the Sous region
mɛa l-'asaf	unfortunately
qaṟyin (mv.)	having learnt
iden	so
feṟq	difference
ma-bin	between
ana ma-mettafeq-š mɛa-k	I don't agree with you
šeɛb	people
lewwel ♂, lewwla ♀	first
makan	place
beɛd	after
daz (ɛla)	he passed
ta-yduz (ɛla)	he passes
dayez	passing

Explanation

56.a Words derived from geographical names

Look at the words in italics in the sentences below:

1 fe-l-meġrib kayna *l-ɛeṟbiya* u *le-fṟanṣawiya.*

2 ta-yetkellmu bi-ha *r-rifiyin.*

3 u kayna š-šelḥa *s-susiya.*

4 ana meġribi. (42)

5 ana meġribiya. (42)

6 l-insan lli ma-ta-yetqen-š l-ingliziya (ġadi) yebqa fe-ḏ-ḏaṟ gales. (55)

7 l-ɛineb kayen fe-s-suq l-inglizi. (Exercise 51.h)

8 le-brared kaynin fe-l-kuzina l-*megribiya*. (Exercise 51.h)

All words in italics have been derived from geographical names. In Sentences 1, 2, 4, 5 and 6 the words are nouns; in 3, 7 and 8 they are adjectives.

The geographical names they have been derived from are: **ɛreb, fransa, r-rif, s-sus, l-megrib, l-ingliz.**

By placing an **i** after these words (if they end in a consonant) the newly formed word takes the meaning 'coming from . . .' or 'to be associated with . . .'. This new word can be a noun or an adjective.

There are two possibilities for geographical names ending in a vowel:

1 The last vowel is replaced by **i.**
hułanđa – hułanđi the Netherlands – Dutch

2 The vowel is replaced by a **w** which is followed by the ending **i**.
fransa – fransawi France – French

3 The last consonant **y** and vowel **a** are eliminated.
ałmaniya – ałmani Germany – German

When the words **ɛerbi, rifi, susi, megribi, inglizi, fransawi** are used as adjectives, they mean 'Arabic, Rifi, Sousi, Moroccan, English/British, French'.

When used as nouns they mean respectively: 'Arab, Rifi, Sousi, Moroccan, Englishman, Frenchman'.

To make these words feminine, **i** is followed by **y,** which is followed by the feminine ending **a.**

This is different than what occurs with **gali**. Do you remember the rule for **gali**? There the **i** was replaced by a **y**: **galya**.

So the feminine forms are:

ɛerbiya, rifiya, susiya, megribiya, ingliziya, fransawiya

These feminine forms can be both adjectives and nouns as well. In addition to that, the nouns with the definite article can mean 'the . . . language' (see Sentences 1 and 6).

l-ɛerbiya, le-fransawiya, l-ingliziya

So ingliziya could mean: 1. English ♀; 2. an English woman; 3. the English language (in combination with the article, so: l-ingliziya).

Some more of these adjectives and nouns:

l-žaza’ǐr	–	žaza’ǐri	Algerian (also: d-dzayer/dzayri)
tunes	–	tunsi	Tunisian
fas	–	fasi	somebody/something from Fez
đ-đaɍ l-beyđa	–	beyđawi	somebody/something from Casablanca
meɍɍakeš	–	meɍɍakši	somebody/something from Marrakech
meknas	–	meknasi	somebody/something from Meknes

You can’t form an adjective for aŧłes with the rules above.

Exercises a, b, c and d deal with this.

56.b The active participle

Look at the words in italics in the following sentences:

9	ana saken fe-l-ingliz mεa mɍat-i.	(42)
10	ǥadi yebqa fe-đ-đaɍ gales, bla xedma.	(55)
11	kif dayrin a ržal?	(exercise 46.e)
12	u kayen n-nas lli ta-yaklu ħetta š-šlađa.	(51)
13	had đ-đaɍ εažba-ni bezzaf.	(48)
14	ana kari waħed đ-đaɍ qɍiba men weŧ le-mdina.	(49)
15	l-insan lli baǥi yexdem . . . la bŭdd yetqen l-ingliziya.	(55)
16	n-nas lli *ma-qaɍyin-š* ma-ta-yfehmu-š l-εeɍbiya l-fuŝħa.	
17	mɍat-u baqya sakna fe-l-meǥrib.	(Exercise 44.g)

All the words in italics are active participles. As has been stated before, the active participle conforms in gender and number to the sentence subject:

ǥadi yebqa fe-đ-đaɍ *gales*	masculine singular
had đ-đaɍ *εažba*-ni	feminine singular
kif *dayrin* d-drari dyal-ek?	plural

All active participles shown above can be split into 3 groups according to their pattern:

– 3 consonant radicals: pattern Ⓟ**kateb: saken, gales, ɛažeb;**
– second radical represented by a vowel: pattern Ⓟ**kayeb: dayer, kayen;**
– third radical represented by a vowel: pattern Ⓟ**kati: kari, baǥi, qaɍi, baqi.**

Sentences 9 to 17 above show the active participle as predicate. But an active participle can also be an adjective with a noun.

The active participle can also play the role of a verb. This only occurs with a limited number of verbs. Think about which two semantic aspects the present tense combined with the particle **ka-/ta-** can have (see Lesson 45.c if necessary).

However, there are a number of verbs that don't take both semantic aspects. These are verbs that express movement or a state.

For the movement verbs **mša (√mš^{a}/$_{i}$), ža (√ž^{a}/$_{i}$), dxel (√dxl), xrež (√xrž), daz (√d^{a}/$_{u}$z =** pass**)** and the state verbs **nɛes (√nɛs), gles (√gls), lbes (√lbes), sket (√skt)**, a present tense with the particle **ka-/ta-** does *not* carry the progressive semantic aspect of 'something that's happening' at the moment of speech, but it does carry the aspect of happening usually/regularly or the start of an action.

To express the progressive semantic aspect for these verbs, you must use the active participle.

b̂b̂a ka-yemši l-dak l-qehwa.	My father usually goes to that café.
b̂b̂a maši l-dak l-qehwa.	My father is <at this moment> going to that café.

Another example:

d-drari ka-yxeržu men l-međras̵a fe-t-tlata	The children usually leave school at 3 o'clock.
daba d-drari xaržin men l-međras̵a.	The children are leaving the school now.

Summarizing:

b̂b̂a ka-yegles could mean:

father (usually) sits = state

father (usually) sits down = movement

father is (now) sitting down = movement

b̂b̂a gales means:

father is sitting (now) = state

Another example:

xu-ya ka-yelbes may mean:

my brother (usually) wears = state

my brother (usually) puts on = movement

my brother is (now) putting on = movement

xu-ya labes means:

my brother is (now) wearing = state

The active participle can be negated by **ma-. . .-š** – the two parts **ma-. . .-š** are placed around it, like around a verb.

Exercises e, f, g, h and i deal with this.

56.c Long forms of prepositions f-, b- and l-

Look at the following sentences:

18	s-sukna *fi-ha* mezyana.	(48)
19	ŧ-ŧažin, fi-h l-xŭđŧa u l-lħem.	(43)
20	l-ɛeŧbiya, fi-ha žuž de-š-škal.	(46)
21	ta-yetkellmu bi-ha r-rifiyin.	(46)
22	qul li-ya, šnu smiyt-ek.	(44)

You see the prepositions **f-, b-** and **l-** are lengthened when followed by a suffix:

fe-đ-đaŧ	–	fi-ha
be-l-ɛeŧbiya	–	bi-ha

fi-, bi- and **li-** end in a vowel, so the suffixes take their post-vowel form. So:

fi-ya, bi-ya	and not:	* fi-i, * bi-i
fi-k, bi-k	and not:	* fi-ek, * bi-ek
fi-h, bi-h	and not:	* fi-u, * bi-u

The preposition **l-** (which means ‘at’, ‘for’ or ‘to’) may or may not change into the lengthened form **li-**.

Some speakers will say:

23 ǥa-nŧeyyeb *l-kŭm* s-seksu.

24 waš had le-ktab *l-i*?

Other speakers will use the lengthened variant **li-**:

23a ǥa-nŧeyyeb *li-kŭm* s-seksu.

24 waš had le-ktab *li-ya*?

Exercises j, k and l deal with this.

56.d (Dis)agreeing with someone

The Moroccan in this lesson's text doesn't agree with the conclusion the Englishman reaches. He uses the following expression:

ana ma-mettafeq-š mɛa-k I don't agree with you.

The word **mettafeq** is a participle, the negation **ma-. . .-š** is placed around it. As it is a participle, it also has a feminine and a plural form.

(Dis)agreeing with someone can be expressed in another way as well:

hiya mettafqa mɛa-ya.

ħna ma-mettafqin-š mɛa-kŭm.

ɛend-ek l-ħeqq.	You are right.	(44)
ma-ɛend-ek-š l-ħeqq.	You are wrong.	

Exercises m, n and o deal with this.

Exercises

Exercise 56.a

Ask these people whether they speak/understand, etc. the languages given.

English = **(l-luǥa) l-ingliziya** | German = **(l-luǥa) l-ałmaniya**

Example

given	**Ahmed, do you speak French?**
you	**a ħmed, waš ka-tetkellem le-fɍanꞩawiya?**

1 xu-ya, do you understand English?

2 žaɍ-i, do you know Arabic?

3 sidi, are you learning Rif Berber?

4 lalla, are you studying German?

5 Moustafa, are you speaking Atlas Berber?

Exercise 56.b

On the map are several towns, in the Atlas, the Rif and the Sous. You'll read where some people are from. Repeat this and say that this person is hence (iden) a Rif Berber or Sous Berber or Atlas Berber. Also say which dialect they speak.



Map of Morocco

Example

given	**ħmed men agadir**
you	**ħmed men agadir, iden huwa susi u ta-yetkellem š-šelħa s-susiya**

given	**ɛayša men bni mellal**
you	**ɛayša men bni mellal, iden hiya men l-aŧƚeꞩ, u ta-tetkellem š-šelħa dyal-l-aŧƚeꞩ**

1 b̂b̂a men aƶɍu (Azrou)

2 mɍat-i men l-ħusima (El-Hoceima)

3 žaɍ-i men midelt (Midelt)

4 muꞩŧafa men tarudant (Taroudant)

5 layla men wežda (Oujda)

6 dris men n-nađuɍ (Nador)

Exercise 56.c

Say in which country or which group of countries the town and country names given are. (ǥerbi, ǥerbiya ♀ = western)

Example

given	**London**
you	**london mdina ingliziya**
given	**fɍanꞩa**
you	**fɍanꞩa blad ǥerbiya**

1 l-žaza'ǐr

2 đ-đaɍ l-beyđa

3 l-ingliz

4 Oxford

5 fas

6 l-meǥrib

Exercise 56.d

A person is said to be from a (Moroccan) town. Make a nominal sentence stating they are a . . . (man/woman).

Example

given	**mħemmed saken f-fas**
you	**iden huwa fasi**

1 faŧima sakna fe-đ-đaɍ l-beyđa.

2 mɍat-i men merrakeš.

3 mul đ-đaɍ saken f-meknas.

4 xet mɍat-i sakna f-merrakeš.

5 εebdesslam saken fe-đ-đaɍ l-beyđa.

6 b̂b̂a men fas.

Exercise 56.e

Complete the sentences by adding a suitable active participle.

Example

given	**b̂b̂a ________ le-s-suq**
you	**b̂b̂a maši le-s-suq.**

1 le-bnat ________ fuq le-fraš

2 ɍ-ɍžal ________ f-le-qhawi

3 faŧima ________ εel-l-kŭrsi

4 l-quđat ________ fe-l-žamǐεa

Exercise 56.f

Someone says something about themselves or someone else. Respond by asking how long this has been going on.

Example

statement	**ana gales fe-đ-đaɍ bla xedma.**
you	**šħal hadi u nta gales daba?**

1 xu-ya saken fe-l-ħeyy ž-ždid lli qɍib men wesŧ le-mdina.

2 l-weld naεes mεa le-ħmir ħda đ-đaɍ.

3 l-qađi gales mεa l-quđat le-x̂ɍin fe-l-qehwa.

4 x̂t-i karya waħed s-sukna εamɍa be-l-fiɍan.

5 ana labes had ž-žellaba le-qdima.

6 ana qaɍi š-šelħa fe-l-žamǐεa.

Exercise 56.g

Below are several statements saying someone does something repeatedly/usually. Respond by stating that the person in question is doing this at the moment (**ħetta daba**) as well.

Example

given	**b̑b̑a dima ta-yegles ɛla had l-futay.**
you	**iyeh, ħetta daba huwa gales ɛli-h.**

1 m̑m̑-i dima ta-tenɛes f-weqt le-ɛša.

2 mul l-kaɍ dima ta-yemši l-fas fe-ꞩ-ꞩbaħ.

3 b̑b̑a dima ta-yebqa fe-l-međraꞩa ħetta s-setta d-le-ɛšiya.

4 xu-ya dima ta-yexrŭž men l-fabrika fe-l-xemsa d-le-ɛšiya.

5 duk le-mǥaɍba dima ta-ylebsu ž-žlaleb.

6 dak l-weld dima ta-yegles ħda-k fe-l-međraꞩa.

7 kŭll nhaɍ l-kaɍ lli ta-yemši le-đ-đaɍ l-beyđa ta-yduz men hna.

Exercise 56.h

You are asked if you do something always/every year/every day/often. Answer you are only doing it today/this year.

today = l-yum | this year = had l-ɛam hada

Example

question	**waš dima ta-tegles beɍɍa fe-z-zenqa?**
you	**la, ǥir l-yum ana gales beɍɍa.**

1 waš ntuma dima ta-tneɛsu fe-n-nhaɍ?

2 waš ntuma dima ta-tekriw ŧ-ŧumubilat ž-ždad?

3 waš wlad-ek ta-yemšiw l-l-meǥrib kŭll ɛam?

4 waš nti ta-teqɍay fe-ꞩ-ꞩbaħ u f-le-ɛšiya?

5 waš bent-ek dima ta-tegles fe-đ-đaɍ bla xedma?

6 waš b̑b̑a-k ta-yegles fe-l-qehwa kŭll yum?

Exercise 56.i

Make two complete sentences from the sentence constituents given, adding your own words. In the first sentence use the present tense with the particle **ka-/ta-** (repeatedly, usually). In the second sentence use an active participle (happening at this moment). Make sure the difference in semantic aspect is clear from the two sentences.

Example

given **d-drari / √xrž / men l-međɍaꞩa**

you, 1 **kŭll nhaɍ d-drari ta-yxeržu men l-međɍaꞩa fe-t-tlata.**

you, 2 **šuf, d-drari xaržin men l-međɍaꞩa**

1 le-bnat / √lbs / kbabeŧ buyeđ

2 l-kiran / √mš^{a}/$_{i}$ / l-le-mdun le-x̂ɍin

3 xu-ya / √skn / f-sukna ždida

4 duk ɍ-ɍžal / √gls / ħda dik ŧ-ŧebla le-bɛida

5 ŧ-ŧbali ž-ždad / √bq^{a}/$_{a}$ / beɍɍa fe-š-šems

6 mul l-ħanut / √d^{a}/$_{u}$z / ɛla had le-blaꞩa hadi be-ŧ-ŧumubil dyal-u

Check your sentences with the help of a Moroccan person.

🎧 Exercise 56.j

In the sentences below, replace the sentence parts *in italics* by suffixes. Adapt the preposition if necessary.

Example

given **fe-*đ-đaṟ* kaynin tlata d-le-byut**

you **fi-ha kaynin tlata d-le-byut**

1 ta-netkellmu be-*l-ɛeɍbiya l-fuꞩħa*.

2 waš ta-yemken l-bent-i tebqa mɛa-na f-*had le-blad*?

3 tfeđđlu, gelsu ɛla *duk le-krasa*.

4 qul *l-l-ažanib*: mreħba bi-kŭm.

5 l-kaɍ dayez ɛel *z-zenqa dyal-na*.

Exercise 56.k

Stress the sentence parts *in italics* by placing them at the front of the sentence. Insert suffixes into the place where they were, after the preposition.

Example

given	**fe-*l-ɛeɍbiya* kaynin žuž de-š-škal.**
you	**l-ɛeɍbiya, fi-ha (kaynin) žuž de-š-škal.**

1 ta-netkellem dima be-l-*ɛeɍbiya*.

2 qŭlt l-*ɍažl-i* yži ɛend-i.

3 aš ǥadi tešɍi b-*had le-flus*?

4 fe-*l-keskas* kayen s-seksu.

5 fe-l-meǥrib, n-nas ta-yfeŧɍu be-*l-qehwa*.

6 f-*had l-ħeyy* saknin bezzaf d-le-mǥaɍba.

Exercise 56.l

Insert prepositions and suffixes into the open spaces in the dialogue below. You can choose from the possibilities placed between brackets.

mħemmed	a ħmed, bǥit nqul ________ (l-, li-/-ek) ši ħaža.
ħmed	aš bǥiti tqul __________ (li-, l-/-ya, -i) a xu-ya?
mħemmed	fe-l-meǥrib kayen ši muškil kbir.
ħmed	la, l-meǥrib, ma- ______________ (f-, fi-/-h, -u)-š l-mašakil.
mħemmed	iyeh, kayen l-muškil dyal l-luǥa.
ħmed	l-luǥa dyal-na, aš men muškil ____________ (f-, fi-/-ha, -h)?
mħemmed	l-meǥrib, ta-telqa ___________ (fi-,f-/-ha, -h) bezzaf de-l-luǥat.
ħmed	blad-na, ta-telqa ____________ (f-, fi-/-u, -ha) luǥa weħda, hiya l-ɛeɍbiya, u lehža weħda, hiya š-šelħa.
mħemmed	la, nsiti (= you forget) ši ħaža, l-ɛeɍbiya d-dariža, ta-nheđɍu _______________ (b-, bi-/-u, -ha) fe-đ-đaɍ u le-fɍanꞩawiya, ta-yetkellmu _________ (b-, bi-/-u, -ha) fe-ꞩ-ꞩuluŧat (= the government agencies).

Exercise 56.m

Respond to the following statements by saying that the speaker is right or wrong. This is indicated by + or –.

Example

given	**l-ingliziya luǥa sahla!**	–
you	**ma-ɛend-ek-š l-ħeqq, hiya ma-ši luǥa sahla.**	

1	f-had l-ħeyy đ-đyuɍ ɍxaꞩ bezzaf.	+
2	l-kanadiyin kŭll-hŭm ta-yebǥiw l-ažanib.	–
3	le-mɍa dyal-u ɛažba-ha đ-đaɍ bezzaf.	+
4	xeꞩꞩ-ek tdir ŧ-ŧenžɍa fuq l-keskas.	–
5	le-mǥaɍba ta-yšeɍbu atay n-nhaɍ kŭll-u.	+

Exercise 56.n

Respond to the following statements by saying that you agree or don't agree. Use your own judgement.

1 r-rifiyin ma-ta-yɛeɍfu-š l-ɛeɍbiya.

2 kŭll ši le-mǥaɍba ta-yteqnu le-fɍanꞩawiya.

3 l-kanadiyin, kŭll-hŭm ta-yetkellmu l-ɛeɍbiya.

4 kaynin beɛđ le-mǥaɍba lli ta-yetkellmu l-ingliziya mezyan.

5 le-mǥaɍba lli saknin fe-đ-đaɍ l-beyđa ta-yetkellmu ǥir l-ɛeɍbiya.

6 s-susiyin ta-yfehmu š-šelħa r-rifiya.

7 n-nas lli saknin fe-r-rif ma-qaɍyin-š.

8 fe-l-meǥrib n-nas kŭll-hŭm ta-yketbu be-š-šelħa wella be-d-dariža.

Exercise 56.o

Respond to the statements given by stating that you do or do not agree. This is indicated by + or –. If you do agree, you repeat the statement and even intensify it by using **bezzaf**.

Example

given **l-megrib blad mezyana.** +

you **ana mettafeq mεa-k, l-megrib blad mezyana bezzaf!**

If you don't agree with the statement, deny it or state the opposite.

Example

given **le-mgaŕba ta-yšeŕbu l-qehwa bezzaf –**

you **ana ma-mettafeq-š mεa-kŭm, le-mgaŕba ma-ta-yšeŕbu-š l-qehwa bezzaf.**

1 n-nas f-merikan ta-yaklu l-lħem bezzaf. –

2 had s-sukna dyal-i kif walu. +

3 l-'ažanib ta-ydiru gir l-xedma lli xayba. +

4 f-merikan kayna l-xedma bezzaf. –

5 s-sukna f-merikan xayba šwiya. +

6 r-rifiyin ma-ta-yεeŕfu-š l-εeŕbiya. –

Education

Lesson 57

A history lesson in a Moroccan classroom

Listen to the lesson in a Moroccan classroom. The teacher discusses Morocco's recent history with the pupils.

Teacher l-bareħ tkellemna ɛla tarix blad-na. l-yum ǥadi nzidu netkellmu ɛli-h. škun fi-kŭm lli ɛaɍef fuq-aš steɛmeɍat fɍanꞩa blad-na?

Pupil 1 fɍanꞩa dexlat l-l-meǥrib f-ɛam alef u tesɛ mya u setta.

Teacher hada ma-ši ꞩħiħ, ǥleŧŧi. škun fi-kŭm lli ɛaɍef? a dris waš teqđeɍ tqul l-na fuq-aš dexlat fɍanꞩa l-l-meǥrib?

Pupil 2 la, smeħ l-i a l-muɛellim, nsit.

Teacher dexlat fɍanꞩa testeɛmeɍ blad-na f-ɛam alef u tesɛ mya u ŧnaš. u nta a ħmed, šħal bqaw le-fɍanꞩawiyin fe-blad-na?

Pupil 3 nsit baš neqɍa fe-đ-đaɍ đ-đeɍꞩ dyal t-tarix a l-muɛellim.

Teacher xrŭž beɍɍa, ǥedda xeꞩꞩ-ek tkun ħafeđ đ-đeɍꞩ. u nti a ɛayša, waš ɛɍefti šħal bqaw?

Pupil 4 ta-nđenn bqaw teqriben xemsa u ɍebɛin sana.

Teacher ꞩħiħ, ħeꞩꞩelna ɛel l-istiqlal f-'alef u tesɛ mya u setta u xemsin, iden bqaw fe-blad-na teqriben xemsa u ɍebɛin sana. ana baqi ɛaqel ɛel n-nhaɍ lli xeržu le-fɍanꞩawiyin, kŭnna feɍħanin bezzaf. waš ɛɍeftiw škun lli kan malik ħin ħeꞩꞩelna ɛel l-istiqlal?

Pupil 5 l-malik lli kan f-dak l-weqt huwa mħemmed l-xamǐs, łłah yreħm-u.

teacher u f-aš men ɛam mat?

Pupil 1 mat f-ɛam alef u tesɛ mya u settin.

Teacher la, ma-ši ꞩħiħ, ɛawed-tani ǥleŧŧi, mat f-'alef u tesɛ mya u tnayn u settin. fayn kanu wedni-k fe-l-weqt lli kŭnna ka-netkellmu ɛel t-tarix?

In reality, people will try to speak Modern Standard Arabic as much as possible at school. History is an appropriate subject for that. But sometimes Moroccan is spoken in class as well.

Vocabulary

l-bareħ	yesterday
l-yum	today
tkellemna ɛla (√klm)†	we talked about
tarix	history
steɛmɍat	colonised
nzidu (√za/id)	we continue
ɛaɍef (√ɛrf)	knows (lit.: knowing)
fuq-aš	when
alef u tesɛ mya u setta	one thousand nine hundred and six (1906)
ꞩħiħ	correct
ǥleŧŧi (√ǥlŧ)	you were wrong
muɛellim (√ɛlm)	teacher
nsit (√ns^{a}/$_{a}$)	I forgot
bqaw (√bq^{a}/$_{a}$)	they stayed
đ-đeɍꞩ	the lesson
ħafeđ (√ħfđ)	knowing (remembering)
ɛɍefti (√ɛɍf)	did you know
teqriben	approximately
ħeꞩꞩelna ɛla (√ħꞩl)	we got
istiqlal	independence
baqi (√bq^{a}/$_{a}$)	still
ɛaqel (√ɛql)	remember (lit.: remembering)
ɛɍeftiw (√ɛɍf)	did you know
malik	king
xamǐs	fifth

ƚƚah yreħm-u	God rest his soul
mat (√m^{a}/$_{u}$t)	he died
ɛawed-tani	again, for the second time
wedni-k	your ears

†From this point on the vocabulary will list roots for verbs and active or passive participles. This doesn't mean that words like nouns and adjectives aren't derived from roots, but it's not really important to list the root for those categories.

Explanation

57.a The past tense of verbs with 3 consonant radicals

In this lesson's text you saw the following past tense verb forms:

tkellemna, dexlat, ǥleŧŧi, heꞩꞩelna, xeržu, ɛɍefti, ɛɍeftiw.

You also saw **nsit** and **bqaw**. We won't discuss those last two now, because they are past tense forms of weak verbs.

Here we will talk about the past tense of the verbs which have 3 consonant radicals.

The past tense is formed with suffixes. This is different from the present tense, which has prefixes, and only sometimes suffixes in addition to those.

You have seen the complete set of suffixes when we talked about the past tense of the verb from the root **√k^{a}/$_{u}$n** in Lesson 55.

The personal suffixes for the past tense are: **-t, -ti, -ti, -et, -na, -tiw/-tu, -u**. These suffixes can also be put after the 3 radicals **k, t** and **b**, but then you have to insert instable vowel **e**. So the complete conjugation of the past tense of **√ktb** would be:

ktebt	ktebna
ktebti	ktebtiw/ktebtu
ktebti	ketbu
kteb	
ketbet	

In Lessons 55.a and b we spoke about the meaning of past tense in Moroccan. Read those sections again and then think about what the sentences below may mean.

1 fe-ꞩ-ꞩbaħ *lbest* žellabt-i ž-ždida u *xrežt* l-beɍɍa.

2 b̂b̂a *gles* ɛel-l-kŭrsi u *šɍeb* waħed l-kas dyal atay.

3 l-malik *mat* f-ɛam alef u tesɛ mya u settin.

4 l-meǥrib *ħeꞩꞩel* ɛel l-istiqlal f-ɛam alef u tesɛ mya u setta u xemsin.

5 l-bareħ *tkellemt* mɛa-h ɛel l-muškil dyal-u.

Ending **-et** for 'she' is pronounced by some speakers as **-at**: **ketbat** instead of **ketbet**, **ɛeɍfat** instead of **ɛeɍfet**. This does not apply to hollow verbs however, so not * **kanat** and not * **qalat**, but **kanet** and **qalet**.

Denying a verb in the past tense is simply done by placing **ma-. . .-š** around the verb in the past tense:

ma-ktebt-š, ma-ɛɍefti-š.

Exercises a, b, c, d and e deal with this.

57.b Past tense with present meaning

In this lesson's text some verbs were in the past tense which you might have thought should be in the present. Try to find them before you read on.

We are talking about the verbs **ǥleŧti, ɛɍefti, ɛɍeftiw**.

We've encountered this before:

6 smeħ l-i, ma-fhemt-ek-š (44)

The verb to see (root **√š^{a}/$_{u}$f**) is also used by many speakers in the past tense when they mean a present tense.

7 waš šefti dak ɍ-ɍažel? Do you see that man?

In each of these cases the meaning is present, even though the verb is in the past tense. In Moroccan this usually occurs with sensory verbs (to see, to hear, etc.) or verbs like to know, to think, to believe, etc.

This occurs in English as well, e.g.

Did you know it's only a 3-hour flight to Morocco?

Exercises f and g deal with this.

57.c Correcting a wrong answer

In this lesson's text pupils sometimes give a wrong answer. The teacher responds to this by saying:

8 hada ma-ši ꞩħiħ, ǥleŧti.

9 la, ma-ši ꞩħiħ, ɛawed-tani ǥleŧti.

Both responses are kind of double. First the teacher says that something isn't true (**ma-ši s̵ħiħ**), and then he says that the pupil who answered was wrong (**ǥleŧŧi**). Stating only one of the two would have sufficed as well.

The same two elements could also be used the other way round:

10 ǥleŧŧi, ma-ši s̵ħiħ.

This of course can be followed by the correct answer. No special words or expressions are needed for that.

incorrect answer	11	mat f-ɛam alef u tesɛ mya u settin.
correct answer	12	ma-ši s̵ħiħ, mat f-ɛam alef u tesɛ mya u settin.

You could also deny the wrong part of the answer first.

incorrect answer	11	mat f-ɛam alef u tesɛ mya u settin.
correct answer	12'	la, ma-ši f-ɛam 1960, walakin f-ɛam 1961.

Exercises h, i and j deal with this.

57.d Remembering and forgetting

In this lesson's text pupils use two ways to express that they have forgotten something. Find those before you read on.

In the first case a pupil only uses the word **nsit**† = I forgot

†**nsit** is a past tense verb form.

So there is a simple and short way to state that you forgot something: you use **nsit** = I forgot, without mentioning the thing you forgot (the object).

In the second case the object is mentioned in a subordinate clause.

13 nsit baš neqɍa đ-đeɍs̵ — I forgot to learn the lesson.

The object could consist of a noun, or a suffix, or of **baš** followed by a subordinate clause. **baš** is always followed by a present tense form without the particle **ka-/ta-**.

14 nsit le-ktab dyal-i.

15 nsit-u.

16 nsit baš nžib le-ktab dyal-i.

Of course you can always apologise for forgetting something.

In this lesson's text the teacher says he still remembers a certain event. Find it in the text. He says:

17 ana baqi ɛaqel ɛel n-nhaɍ lli xeržu le fɍanꞩawiyin.

Here you see an active participle and the preposition **ɛel**. **baqi** means 'still'. So Sentence 17 means: 'I still remember the day the French left.'

It's not essential to say **baqi** when you use **ɛaqel**. In the questions below **baqi** isn't used.

18 a ħmed, waš *nta ɛaqel* ɛel n-nhaɍ lli ħeꞩꞩelna ɛel l-istiqlal?

19 a faŧima, waš nti *ɛaqla ɛel* l-muɛellem lli kan ta-yeqeɍɍi-na fe-l-međɍaꞩa?

ħafeđ can be mentioned here as well. In the text you heard:

20 ǥedda xeꞩꞩ-ek tkun ħafeđ đ-đeɍꞩ

ħafeđ means remembering something after you have learnt it.

Exercises k, l and m deal with this.

57.e Being able to do something

Look at the sentence below from this lesson's text.

21 a dris, waš *teqđeɍ* tqul l-na fuq-aš dexlat fɍanꞩa l-l-meǥrib?

The teacher asks a pupil '. . . *can* you tell us . . .'.

Instead of saying **nsit,** the pupil could also have said:

22 la, smeħ l-i a l-muɛellim, *ma-neqđeɍ-š* I can't.

You have seen the expression **ma-neqđeɍ-š** before, in Lesson 46, to decline an invitation.

The verb **√qđɍ** like **nsit** can be followed by an object clause. Then **√qđɍ** is followed by a second verb in the present tense (without the particle **ka-/ta-**) which expresses what the speaker can't do. So the answer to Question 21 could also have been:

23 la, smeħ l-i a l-muɛellim, *ma-neqđeɍ-š* nqul l-kŭm fuq-aš dexlat fɍanꞩa l-l-meǥrib.

And if someone asks you to go with them to their house you could decline with a full sentence like this:

24 la, smeħ l-i a ħmed, *ma-neqđeɍ-š* nži mɛa-k.

Of course you can also use **√qđɍ** to say that you *can* do something. You will often repeat a part of the question:

25 a ħmed, waš teqđeɍ tɛawen-ni?
iyeh, neqđeɍ nɛawen-ek.

You can also simply answer OK: **waxxa**.

Exercises n, o and p deal with this.

Exercises

Exercise 57.a

Complete the answers, following the statements given for each section.

Example

given **ħmed kteb smiyt-u fe-l-weɍqa.**
given **u b̂b̂a-k? ħetta b̂b̂a ________________.**
you **ħetta b̂b̂a kteb smiyt-u fe-l-weɍqa.**
given **u nta? ana, ma-________-š ________________.**
you **ana, ma-ktebt-š smiyt-i fe-l-weɍqa.**

1 dris ħfeđ đ-đeɍs̶ dyal t-tarix.
u faŧima? ħetta faŧima ______________________.
u d-drari le-x̂rin? d-drari le-x̂rin ________________.
u nti? ana ma-________-š ________________.

2 layla ɛeɍfet fuq-aš mat l-malik?
u m̂m̂-ek? m̂m̂-i ma-__________-š ______________.
u b̂b̂a-k? b̂b̂a ______________________________.
u wlad-ek? wlad-i, ħetta ______ ma-____________-š ________.

3 b̂b̂a ǥlet ħin (= when) tkellem ɛel t-tarix.
u ntuma? ħetta ħna ____________________________.
u ana? nta, ma-__________-š ___________________.
u l-muɛellim? l-muɛellim, ħetta ______ ma-______-š ________.

4 l-meǥrib ħeꞩꞩel ɛel l-istiqlal f-ɛam 1956.
u l-žaza'ǐr? l-žaza'ǐr ma-__________-š __________.
u fɍanꞩa? ħetta fɍanꞩa ma-__________-š __________.
u le-mǥaɍba? le-mǥaɍba __________________________.

5 b̂b̂a tɛellem l-ɛeɍbiya fe-l-međɍaꞩa.
u nta? ana ma-_______-š __________________________.
u xu-k? xu-ya, ħetta ____________________________.
u x̂t-ek? x̂t-i, ma-___________-š _______________.

Exercise 57.b

Make the sentences complete by adding a suitable verb form from the list below (there are a few verb forms too many).

a	qŭlt	d	tkellem	g	ħeꞩꞩlu	j	ħeꞩꞩlat
b	mat	e	xrežt	h	ɍežɛu	k	ǥleŧti
c	tkellemna	f	ǥleŧt	i	qal	l	tkellemt

Example

given **l-bareħ ____________ mɛa l-muɛellim dyal-weld-i.**

you **l-bareħ tkellemt mɛa l-muɛellim dyal weld-i.**

1 hadi telt snin baš __________ men l-žamǐɛa.

2 l-bareħ ______________ l-muɛellim mɛa d-drari ɛel t-tarix.

3 b̂b̂a u m̂m̂-i _________ l-l-meǥrib f-ɛam 1990.

4 smeħ l-i a sidi, __________ dak š-ši lli ________ l-ek ma-ši ꞩħiħ.

5 l-malik mħemmed l-xamǐs ____________ f-ɛam 1960.

6 a d-drari, l-bareħ _____________ ɛel tarix blad-na.

7 l-žaza'ǐr (= fem.) ____________ ɛel l-istiqlal f-ɛam 1962.

Exercise 57.c

Change the sentences below to past tense. Use the temporal adjunct given in English.
in the past = **men qbel**

Example

given	**ǥadi nexrŭž men l-međɍaꞩa**	(yesterday)
you	**l-bareħ xrežt men l-međɍaꞩa**	

1	l-εam ž-žay ǥadi nħeꞩꞩlu εel l-istiqlal.	(8 years ago)
2	ǥedda b̂b̂a ǥadi yetkellem mεa l-muεellim.	(yesterday)
3	fe-l-musteqbel ǥadi neɍžeε l-l-meǥrib.	(3 years ago)
4	ta-nekteb kŭll ši fe-l-kŭnnaš.	(in the past)
5	daba ta-tetεellem l-εeɍbiya.	(3 years ago)
6	ma-ta-nfehmu-š dak l-muεellim.	(in the past)

Exercise 57.d

Somebody asks you if you are going to or want to do something. Answer that you have already done it some time ago. How long ago is indicated in English.

Example

question	**bǥiti tetεellem l-ingliziya?**	(3 years ago)
you	**hadi telt snin baš tεellemt-ha.**†	

1	waš ǥadi tehđeɍ mεa l-muεellim?	(3 days ago)
2	xu-ya ma-ta-yefhem-š kŭll ši.	(in the past)
3	waš ǥadi tetkellmu εel l-muškil dyal-i?	(yesterday)
4	weld-i ta-yexdem bezzaf fe-l-međɍaꞩa.	(in the past)
5	a faŧima, waš b̂b̂a-k ǥadi yeɍžeε l-l-meǥrib?	(4 years ago)
6	waš ntuma ta-tetεellmu le-fɍanꞩawiya fe-l-žamǐεa?	(3 years ago)

† Moroccan doesn't have an equivalent for 'already'. This concept is expressed much less explicitly in Moroccan than in English.

Exercise 57.e

Someone tells you that he or a third person did something some time ago. Respond to this using a similar sentence, but using for example a different subject and a different period. This information is given in English.

Example

given	**hadi telt snin baš ana dxelt l-l-žamĭɛa. (my brother Muhammad, 6 years ago)**
you	**hadi sett snin baš xu-ya mħemmed dxel l-l-žamĭɛa.**

1 hadi ɛešɍin sana baš ħes̶s̶elna ɛel l-'istiqlal. (my country, 35 years ago)

2 l-bareħ b̑b̑a ɍžeɛ l-l-meǥrib. (my father, 3 years ago)

3 hadi telt snin baš tɛellemt nekteb l-ɛeɍbiya. (I, 10 days ago)

4 hadi telt iyyam baš b̑b̑a tkellem mɛa l-muɛellim. (my eldest brother, yesterday)

5 hadi xems snin baš ɛɍefna ɛa'ĭlt-u. (my father, 10 years ago)

Exercise 57.f

Complete the sentences by filling in a verb form of the root given. The sentences 'take place' in the present, but sometimes you have to use a verb form in the past tense to get a present-tense meaning.

1 a ħmed, waš ___________ (√š^{a}/$_{u}$f) dak l-muɛellim u duk d-drari?

2 dak ɍ-ɍažel l-meǥribi qal l-i ši ħaža walakin ma- _______ (√fhm)-u-š.

3 l-muɛellim u d-drari _____________ (√gls) fe-l-bit, _______ (√qɍ^{a}/$_{a}$) f-waħed le-ktab.

4 ____________ (√ǥlŧ) a weld-i, waš ma-_________(√ɛɍf) -š fuq-aš mat l-malik?

5 smeħ l-i a l-muɛellim ___________ (√ns^{a}/$_{a}$). waš yemken l-i ________ (√š^{a}/$_{u}$f) f-le-ktab?

6 a dris, waš ____________ (√ɛɍf) šħal žuž za'id tlata?

Exercise 57.g

Below are 6 statements or questions. Respond by denying what is said and use the root given, and the note in English.

Example

given	**ta-nđenn dak š-ši lli qŭlti ma-ši s̶ħiħ.(√ǥlŧ, I am right)**
you	**la, ma-ǥleŧŧ-š, ɛend-i l-ħeqq.**

1 waš nta ɛaɍef fuq-aš ħes̵s̵elna ɛel l-istiqlal? **(**√ɛɍf**,** I forgot)

2 waš šefti dak ɍ-ɍažel, hadak huwa l-muɛellim dyal-i. **(**√š^{a}/$_{u}$f**,** I am reading a book)

3 l-muɛellim qal l-ek tebqa fe-l-međɍas̵a**.(**√fhm, I don't know Arabic)

4 ana baqi ɛaqel ɛel n-nhaɍ lli xeržu le-fɍans̵awiyin. **(**√ɛɍf, I'm still young)

5 waš fhemti ašnu qŭlt l-ek?**(**√fhm, I am talking with my brother)

6 l-muɛellim qal l-ek ǥleŧŧi.**(**√ǥlŧ, I am right)

Exercise 57.h

You hear someone doing sums. If a sum is correct you can state this, and repeat the sum if you want. If the answer is wrong, you can state that, and give the correct answer yourself.

In substractions the word **naqĭs̵** (= minus) is used.

Example

sum	**2 + 6 = 8**
you	**s̵ħiħ, žuž za'id setta ta-ysawi tmenya**
sum	**9 – 6 = 4**
you	**ma-ši s̵ħiħ, tesɛa naqĭs̵ setta ta-ysawi tlata, ma-ši ɍebɛa**

1 2 + 3 = 5

2 4 – 1 = 3

3 5 – 2 = 4

4 6 + 2 = 9

5 8 – 6 = 7

6 8 + 1 = 9

Exercise 57.i

Below you see a description of a person. Pretend you are that person.

nti ingliziya u hadi telt snin baš dxelti l-l-žamĭɛa. ta-teqɍay l-ɛeɍbiya fe-l-žamĭɛa fe-l-ingliz. ɛend-ek 28 sana. nti ma-ši mzewwža. fe-l-ɛam ž-žay ǥadi temši l-l-meǥrib baš teqɍay fe-l-žamĭɛa fe-ɍ-ɍbaŧ. ǥadi tebqay fe-l-meǥrib ɛam waħed. men beɛd ǥadi ŧɍežɛi l-l-ingliz.

In the sound file you will hear someone asking questions for verification. (**ya-k** means 'isn't it?') If the verifying question is correct, you say this, and repeat it as a statement. If it is incorrect, you say the speaker is wrong and correct him.

Example

question	**nti meḡribiya, ya-k?**
you	**la, ḡleṭṭi, ana ingliziya.**
question	**ɛend-ek 28 sana, ya-k?**
you	**ṣḥiḥ, ɛend-i 28 sana.**

1 ta-teqṛay le-fṛanṣawiya, ya-k?

2 nti mzewwža, ya-k?

3 ḡadi teqṛay fe-l-meḡrib, ya-k?

4 ḡadi teqṛay fe-ḍ-ḍaṛ l-beyḍa, ya-k?

5 ḡadi tebqay fe-l-meḡrib telt snin, ya-k?

6 men beɛd ḡadi tṛežɛi l-l-ingliz, ya-k?

Exercise 57.j

The following statements are partly based on this lesson's text. Listen to the statements and decide whether they are correct (**ṣḥiḥ**) or incorrect (**ma-ši ṣḥiḥ**). If the statement is correct, you repeat it after **ṣḥiḥ**; if it's incorrect you correct it after **ma-ši ṣḥiḥ**.

1 fṛanṣa dexlat l-l-meḡrib f-ɛam 1920.

2 l-meḡrib ḥeṣṣel ɛel l-istiqlal f-ɛam 1956.

3 le-fṛanṣawiyin bqaw fe-l-meḡrib teqriben 70 sana.

4 l-malik lli kan fe-l-weqt lli xeržu le-fṛanṣawiyin huwa ḥasan t-tani.

5 l-malik mḥemmed l-xamǐs mat fe-l-ɛam lli xeržu le-fṛanṣawiyin.

Exercise 57.k

Find answers from column a to j to the questions from column 1 to 9.

1	a ḥmed, waš ɛend-ek l-paṣpuṛ dyal-ek?	a	la, nsit baš netɛellem l-kelmat le-fṛanṣawiya.
2	a dris, waš ktebti smiyt-ek fe-l-kunnaš?	b	la, nsit baš neḡsel-hŭm.

3 a layla, waš ɛɍefti šnu hiya međɍaꞩa be-l-fɍanꞩawiya?

4 a l-muɛellim, waš ɛend-ek le-knaneš dyal d-drari?

5 a mħemmed, waš ɛend-ek žellabt-ek ž-ždida?

6 a weld-i, waš ǥselti yeddi-k?

7 a faŧima, waš ŧeyyebti l-makla?

8 a ħmed, waš ɛɍefti fuq-aš mat mħemmed l-xamiš?

9 a m̂m̂-i, waš mšiti l-l-busŧa?

c la, nsit baš nemši l-l-busŧa.

d la, nsit-u.

e la, nsit-hŭm.

f la, nsit baš nekteb-ha.

g la, nsit baš nžib-ha.

h la, nsit baš nŧeyyeb-ha.

i smeħ l-i, a l-muɛellim, nsit baš neqɍa đ-đeɍꞩ dyal t-tarix.

Exercise 57.l

Answer the questions asked. + and – indicate whether you should answer positively or negatively. Use nsit baš . . . in a negative answer.

Example

question	**a ħmed, waš ħfeđti đ-đeɍꞩ dyal-t-tarix?**	+
you	**iyeh, ħfeđt-u.**	
question	**a dris, waš tɛellemti l-kelmat le-fɍanꞩawiya dyal l-bareħ?**	**–**
you	**la, nsit baš netɛellem-hŭm.**	

1 a ɛebd s-slam, waš ktebti smiyt-ek fe-l-kŭnnaš? –

2 a ɛebd łłah, waš ɛɍefti xu-ya? +

3 a xadiža, waš tɛellemti had l-kelmat l-ingliziya? –

4 a ħmed, waš ǥselti yeddi-k qbel le-ǥda? –

5 a musŧafa, waš ħfeđti đ-đeɍꞩ dyal l-bareħ? +

6 a naɛima, waš sewwelti ɍažl-ek baš yɛawn-ni? –

Exercise 57.m

Answer the questions stating that you remember what is being asked about. Add something to your answer by choosing one of the 3 possibilities listed underneath the exercise.

Example

question	**a ħmed, waš nta ɛaqel ɛel n-nhaɍ lli ħeꞩꞩelna ɛel l-istiqlal?**
you	**iyeh, ana baqi ɛaqel ɛla dak n-nhaɍ, kŭnna feɍħanin bezzaf.**

1 a faŧima, waš nti ɛaqla ɛel l-muɛellim dyal le-fɍanꞩawiya?

2 a xu-ya, waš nta ɛaqel ɛla dik ŧ-ŧumubil ž-ždida dyal b̂b̂a?

3 a dris, waš nta ɛaqel ɛel n-nhaɍ lli xrežna men l-međɍaꞩa?

4 a ɛayša, waš nti ɛaqla ɛla đ-đaɍ le-qdima dyal-na?

5 a b̂b̂a, waš nta ɛaqel ɛla žaɍ-na f-fas?

6 a bent-i, waš nti ɛaqla ɛel n-nhaɍ lli ɍžeɛna le-blad-na?

Additions to the memories

- kŭnna feɍħanin bezzaf
- kan waħed ɍ-ɍažel mezyan
- kan . . . mezyan/kanet . . . mezyana

Exercise 57.n

In the sound file you will hear someone ask you if you can do several things for or with someone. Answer that unfortunately you can't and give a reason why not. The reasons are given in English.

Example

given	**a muꞩŧafa, waš teqđeɍ tɛawen-ni f-had l-muškil? (no time)**
you	**ꞩmeħ l-i, ma-neqđeɍ-š, ma-ɛend-i-š l-weqt.**

1 a ħasan, waš teqđeɍ tži mɛa-ya? (have appointment)

2 a faŧima, waš tqeđɍi tketbi l-i ši ħaža? (can't write)

3 a ɛebd-s-slam, waš teqđeɍ tqul l-na fuq-aš steɛmeɍat fɍanꞩa blad-na? (forgot to learn the history lesson)

4 a naɛima, waš tqeđɍi tdiri l-i atay? (haven't got mint)

5 a mħemmed, waš teqđeɍ tħell l-muškil dyal-ek?(can't speak English)

6 a ɛayša, waš tqeđɍi tešɍi l-i ši lħem? (have no money)

Exercise 57.o

Following the instructions in English, ask someone a favour. Then answer yourself. Whether you answer affirmatively or negatively is indicated by + or –.

Example

given	**Ask Dris if he can help you.**	**+**
question	**a dris, waš teqđeɍ tεawen-ni?**	
answer	**iyeh, neqđeɍ nεawen-ek.**	
given	**Ask Aïcha if she can cook you dinner.**	**–**
question	**a εayša, waš tqeđɍi tŧeyybi l-i l-makla?**	
answer	**la, ma-neqđeɍ-š nŧeyyeb l-ek l-makla.**	

1	Ask Ahmed if he can buy you a new notebook.	+
2	Ask Moustafa if he can bring a large couscous pot for you.	–
3	Ask Naïma if she can make you tea.	–
4	Ask Abdallah if he can help you.	+
5	Ask Khadija if she can give you some money.	–
6	Ask Dris if he can buy a book for you.	–
7	Ask Leila if she can do something for you.	+

Exercise 57.p

Some of your possessions are shown below in the form of pictures. You could give these to somebody. You will be asked to give some things. If you do possess it you say:

waxxa, xud had l(e)-. . .

If you do not possess the object asked for, answer that you can't give it because you don't have it:

ma-neqđeɍ-š neεŧi-k. . ., ma-εend-i-š.

Example

question	**a dris ɛŧi-ni flus men feđl-ek.**
note	**No money is pictured, so you can't give it.**
you	**smeħ l-i a ħmed, ma-neqđeɍ-š neɛŧi-k le-flus, ma-ɛend-i-š.**

1 a xu-ya ɛŧi-ni dak le-ktab.

2 a b̂b̂a ɛŧi-ni s-sarut.

3 a dris ɛŧi-ni t-teffaħ.

4 a m̂m̂-i ɛŧi-ni l-xŭbz.

5 a ħmed ɛŧi-ni l-ma.

6 a xadiža ɛŧi-ni ši kŭnnaš.

Lesson 58

In the country not all children go to school

Listen to the following speech about school attendance in Morocco.

f-le-mdun d-drari kŭll-hŭm ta-yemšiw l-l-međɍaꞩa. fe-l-badiya, bezzaf de-n-nas ma-ta-yꞩifŧu-š wlad-hŭm l-l-međɍaꞩa. kayen bezzaf de-l-fellaħa lli bǥaw baš wlad-hŭm yebqaw fe-đ-đaɍ baš yɛawnu-hŭm. be-l-xuꞩuꞩ le-bnat, ma-ta-yꞩifŧu-hŭm-š l-l-međɍaꞩa. n-nas ɛend-hŭm l-fikɍa belli l-bent, ila weꞩlat ɛešɍ snin, ma-xeꞩꞩ-ha-š temši mɛa le-wlad l-l-međɍaꞩa. n-nas dyal l-badiya ɛend-hŭm ħšuma, ta-yxafu men l-heđɍa dyal n-nas le-x̂ɍin. matalăn ta-yqulu: bent flan ta-temši l-l-međɍaꞩa u hiya kbira; bent flan ta-tži mɛeŧŧla le-đ-đaɍ. hna fe-l-ingliz kayen bezzaf dyal l-masa'ĭl. l-mes'ala l-lewwla baš ma-tšuf-š l-bent le-wlad. le-bnat l-ingliziyat ɛend-hŭm l-ħŭɍɍiya. u ila šafet-hŭm hadik l-bent l-megɍibiya ǥadi tebǥi ħetta hiya l-ħŭɍɍiya bħal-hŭm u ǥadi tebqa ma-teħšem-š men b̂b̂a-ha. wella matalăn ila bǥa yzewwež-ha ǥadi tqul l-u: ana ma-bǥit-š netzewwež mɛa hadak. hak̂da l-fikɍa dyal-hŭm baš yxelliw le-bnat fe-đ-đaɍ. u beɛđ l-'aħyan kaynin n-nas fe-l-megɍib lli saknin f-ši qeɍya ꞩǥiɍa u lli bǥaw yꞩifŧu wlad-hŭm l-l-međɍaꞩa walakin ma-kayna-š l-međɍaꞩa f-dik l-qeɍya. l-weld wella l-bent, xeꞩꞩ-u yemši ɛla režli-h ɛešɍa de-l-kiluméŧɍat wella kteɍ baš yewꞩel l-l-međɍaꞩa. had s-ši ɛlaš ꞩɛib ɛel d-drari lli fe-l-badiya baš yeqɍaw.

Vocabulary

l-badiya	the country(side)
ta-yꞩifŧu (√ꞩyfŧ)†	they send
fellaħa	farmers
be-l-xuꞩuꞩ	especially
l-fikɍa	the idea
belli	that
weꞩlat (√wꞩl)	she reached

ħšuma	shame
ta-yxafu men (√x^{a}/$_{a}$f)	they fear
heđɍa	talk
matalăn	for example
bent flan	so-and-so's daughter
mɛeŧŧla	too late
masa'ĭl	issues
mes'ala	issue
ħŭɍɍiya	freedom
šafet (√š^{a}/$_{u}$f)	she saw
teħšem (√ħšm)	she is ashamed, shy
ila	if
yzewwež-ha (√zwž)	he marries her off
netzewwež (√zwž)	I marry
beɛđ l-'aħyan	sometimes
qeɍya	village
režli-h	his legs
kiluméŧɍat	kilometres
kteɍ	more
yewꞩel	he reaches
ꞩɛib (ɛla)	difficult (for)

† **ꞩifeŧ** is a verb which has four radicals. This is rather rare, but it does occur occasionally. Another example is **teɍžem** which means 'to translate'.

Explanation

58.a The conditional sentence with ila

Take a good look at the following sentences from this lesson's text. Pay close attention to the use of verb tenses.

1 l-bent, ila *wesłat* εešṙ snin, ma-xess-ha-š temši mεa le-wlad.

2 ila *šafet*-hŭm dik l-bent l-meġribiya, *ġadi tebġi* ħetta hiya l-ħŭṙṙiya bħal-hŭm.

3 ila *bġa*† yzewwež-ha, *ġadi tqul* l-u: 'ana ma-bġit-š netzewwež mεa hadak'.

†We haven't systematically discussed the past tense of the weak verbs; for that, see Point 4 in the next section. **bġa** is the past tense of **(ka-)yebġi**.

You see **ila** is followed by a verb in the [61] ________________ tense. **ila** starts a condition, usually followed in the second part of the sentence by the consequences if the condition is fulfilled.

So the verb after **ila** is always in the past tense and immediately follows **ila**. If there is a subject belonging with the verb, it will follow the verb. In the second part of the sentence, in which the consequences are stated, the verb can take any tense (though rarely past tense).

4 ila ma-mšiti-š l-l-međṙasa, *ġadi tebqa* bħal ħmaṙ.

5 ila kanu εend-i le-flus, *neεṫi-hŭm* l-ek.

6 ila mšiti l-l-žamĭεa, *ta-yxess-ek* teqṙa bezzaf.

7 ila εṙefti smiyt-i, *qul*-ha l-i.

All sentences above have conditions that can realistically be fulfilled. Conditional sentences with unfulfillable conditions (if I had money I would go to Morocco) are worded differently.

Exercises a, b and c deal with this.

58.b Several verbs in sequence

There are several ways in which several verbs may occur in sequence in Moroccan. What is the big difference between English and Moroccan in verb sequences? In English, the second verb can't be conjugated, so is always infinitive. In Moroccan, verbs always must be conjugated – there is no infinitive form.

We have seen some possible verb sequences before.

1 In Lesson 47.b we discussed the imperative followed by a verb in the [62]________ tense, in the you-form.

8 aži takŭl ši ħaža! (47)

9 ažiw tšeṙbu l-qehwa εend-na.

2 In Lesson 50.a and Lesson 52.b the two *impersonal verbs* **ta-yemken l-** and **xess-** were mentioned. Impersonal here means that regardless of the actual subject of

the sentence, they only have one form. The verb following either of these verbs must always be conjugated. The person of the conjugated verb is the same as the person of the suffix after **ta-yemken l-** and **xeṣṣ-**.

10 ta-yemken *l-ek tekri*-ha be-tlatin alef ryal. (50)

11 ta-yemken *l-u yešri* ši ħaža. (50.a)

3 In Lesson 55.b we discussed the use of √**ka/un** as an auxiliary verb, when it is followed by another verb in the[63] ________ tense.

12 ana *kŭnt ta-neqṛa*† εend waħed le-mṛa merikaniya. (55)

†The second verb is preceded by **ta-**. Why? [64]

4 You have seen several occurrences of a form of √**bġa/i** in the past tense, followed by *another verb* in the present tense and the same person:

13 *bġit nšuf-ha* walakin daba ma-εend-i-š l-weqt. (47)

14 *bġit netεellem* l-εeṛbiya. (54)

15 ana *ma-bġit-š netzewwež* mεa hadak.

Here is the complete conjugation of the past tense of this verb:

(ana)	bġit	(ħna)	bġina
(nta)	bġiti	(ntuma)	bġitiw/bġitu
(nti)	bġiti	(huma)	bġaw
(huwa)	bġa		
(hiya)	bġat		

You have seen the present tense of this verb in Lesson 48. Then you also learnt that in the present tense it means 'to love'.

However, when it is in the past tense, this verb means 'to want'. Though the verb is in the past tense, the meaning is present. So **bġit nšuf-ha** means 'I want to see it', **bġit-u** means 'I want him/it'.

5 In Lesson 57.e we discussed forms of the verb √**qđṛ** *followed by a second verb* in the [65] ________ tense. You can do the same with the verb √**εṛf**. This also means 'can', though more in the sense of 'having learnt' than 'being able to . . .'.

16 waš ka-teεṛef tekteb l-ħuruf l-εeṛbiya?† (54)

[†]Usually negation can be done by putting **ma-. . .-š** around the first verb (the auxiliary verb).

We can summarise this paragraph in the following grid:

first verb		*second verb*		
type of verb/ root	*person*	*person*	*ka/ta- or no*	*tense*
imperative	second person	second person	no	present
xes̶s̶-. . . ta-yemken l-. . .	impersonal	first, second, third person	no no	present present
√k^{a}/$_{u}$n in past tense	first, second, third person	first, second, third person	yes yes yes	present present present
√bǥ^{a}/$_{i}$ in past tense	first, second, third person	first second, third person	no no no	present present present
√ɛɍf/√qđɍ in present tense	first, second, third person	first, second, third person	no no no	present present present

Exercises d, e, f, g and h deal with this.

58.c Moroccan syntax

Looking at some sentences you already know, you are going to compile some rules on Moroccan syntax. We will differentiate between several types of sentences.

1 **Nominal sentences**
(the predicate is in italics)

17	hada *ma-ši s̶ħiħ.*	(57)
18	had l-makla *ldida.*	(53)
19	šeɛb l-meǥrib *šeɛb waħed.*	(56)
20	l-ɛeɍbiya, hiya *l-lewwla*[†].	(56)
21	*ɛend-i* tmenya u ɛešɍin sana.	(42)

22 *ɛend-na* tlata dyal d-drari. (44)

23 n-nas, *ɛend-hŭm* l-fikṛa. . .

24 n-nas dyal l-badiya, *ɛend-hŭm* ħšuma.

†In this sentence a sentence constituent has been put at the beginning of the sentence; at its original place we now find a personal pronoun or suffix.

Regarding simple nominal sentences (17, 18, 19, 20), you can draw the conclusion that subject and predicate are in the sequence 66 ________________________________.

Regarding nominal sentences with **ɛend** + suffix meaning 'to have' you can draw the conclusion that the predicate (starting with **ɛend**) comes 67 _________ the subject.

2 **Verbal sentences** with direct, indirect or prepositional object.

In verbal sentences we distinguish between, on the one hand, sentences with an explicit subject, and, on the other hand, sentences which have the subject implicitly enclosed in the verb. For now, we are not discussing the objects.

Some examples of the first category:

25 ħna ma-ta-naklu-š l-baṭaṭa bezzaf. (51)

26 beɛḍ n-nas ta-yaklu ɛša xfif. (51)

27 ħetta huma ma-ta-yɛeṛfu-š yketbu. (54)

Regarding the sequence of subject and verb, you can conclude that 68 _______________.

However, this is no absolute rule. The sequence can be reversed as well.

The sequence is not an issue for the second category of sentences, where the subject is enclosed in the verb.

Now that we have formulated these conclusions regarding the subject-verb sequence, we will look at the position of the direct, indirect and prepositional objects. From now on we will distinguish between these 3 objects.

The *direct object* is the sentence constituent that forms the subject if the sentence is made passive. For example: the man hits the dog – the dog is hit (by the man). Some examples of sentences with a direct object (the direct object is in italics).

28 ħna ma-ta-naklu-š *l-baṭaṭa* bezzaf. (51)

29 bezzaf de-l-meṛṛat ta-nešṛeb *atay l-meġribi.* (51)

30 f-weqt le-ġda ta-naklu *s-seksu.* (51)

31 le-bnat, ma-ta-yṣiftu-*hŭm*-š l-l-meḍṛaṣa.

32 kŭll ši, ka-tdir-*u* fe-ṭ-ṭažin. (52)

First you can conclude that a direct object may consist of a $_{69}$ ____________________ (28, 29, 30), or of a $_{70}$ ________________________ (31, 32).

Regarding the location of the object in relation to the verb you can conclude that the object is always $_{71}$ ________________________. An object consisting of a $_{72}$ ________ is part of the verb.

The *indirect object* is the sentence constituent that follows the preposition **l-** if that preposition comes with a verb and means 'for' or 'to' (though not when it means 'to' a location, for then it's an adverbial phrase). Several examples of sentences with an indirect object (the indirect object is in italics):

33 ǥadi nŧeyyeb *l-kŭm* s-seksu. (53)

34 fe-l-lewwel nqeddem *l-ek* ɛa'ĭlt-i. (47)

35 ǥadi nqul *le-b̂b̂a* baš yemši l-l-međɍaꞩa.

36 dir *le-s-seksu* šwiya de-l-ma.

An indirect object may consist of a $_{73}$ ________________ (33, 34) or of a $_{74}$ ______________________ (35, 36), and it is placed (together with the preposition **l-**) $_{75}$ ________________________ the verb.

If the indirect object consists of a suffix, something special happens; see the following sentences:

37a ma-qŭlt-š *le-b̂b̂a* baš yetɛellem l-ingliziya.

37b ma-qŭlt *l-u*-š baš yetɛellem l-ingliziya.

38a ma-nešri-š *le-m̂m̂-i* ši hdiya zwina.

38b ma-nešri-*l-ha*-š ši hdiya zwina.

An indirect object consisting of a suffix (just like a direct object consisting of a suffix) becomes part of the $_{76}$ ____________. This is shown by the second part of the negation following the indirect object.

A *prepositional object* is a sentence constituent following any other preposition than **l-**, which is more or less part of the verb.

Some examples of sentences with a prepositional object (the prepositional object is in italics).

39 ta-yxafu *men l-heđɍa dyal n-nas le-x̂ɍin*.

40 ana ma-bǥit-š netzewwež *mЄa hadak (ɍ-ɍažel)*.

41 l-bareħ tkellemna *Єla tarix blad-na*.

42 š-šelħa dyal r-rif, ta-yetkellmu *bi-ha* r-rifiyin.†

†You see that in this sentence the subject (**rifiyin**) is written after the verb. In certain cases something can be placed in between the verb and the subject.

43 l-heđɍa dyal n-nas, ta-yxafu *menn-ha*.

Here you can conclude that a prepositional object consists of a preposition and a $_{77}$ ________________________ (39, 40, 41) or a $_{78}$ ________________________ (42, 43). Regarding the location of the prepositional object in relation to the verb, you can conclude that $_{79}$ ________________________.

It looks a bit more complicated if there are several objects in one sentence. These may be a direct object and an indirect object or a direct object and a prepositional object. You can't have an indirect object and a prepositional object in one sentence. Look at the following sentences (the direct object is in italics, the indirect or prepositional object is underlined).

44a xes̵s̵-ek tžib mɛa-k *mɍat-ek*.

44b xes̵s̵-ek tžib *mɍat-ek* mɛa-k.

45a dir le-s-seksu *šwiya de-l-ma*.

45b dir *šwiya de-l-ma* le-s-seksu.

46a ǥa-nŧeyyeb le-đ-đyaf *s-seksu*.

46b ǥa-nŧeyyeb *s-seksu* le-đ-đyaf.

Regarding the location of the direct object relating to an indirect or prepositional object in the same sentence you can conclude that $_{80}$ ________________________.

Exercises i, j, k and l deal with this.

Exercises

Exercise 58.a

In the first column 8 conditions are listed. Find the correct second part of each sentence in the second column.

1	ila kanu ɛend-i le-flus	a	ǥadi tkun weld mezyan.
2	ila ɛɍeft šnu bǥit	b	ma-ɛend-ha-š l-ħŭɍɍiya baš tqul lli bǥat?
3	ila ħšemti men b̂b̂a-k	c	nqul-u l-ek.
4	ila s̵ifeŧti weld-ek l-l-meǥrib	d	ta-yemken l-ek tebqa fe-đ-đaɍ.

5 ila nsiti le-ktab dyal-i — e neɛŧi l-ek ši hdiya.
6 ila kŭnti ɛeyyan — f yꞩifeŧ-ni l-l-međɍaꞩa.
7 ila kan b̂b̂a fe-l-meǥrib — g aš ǥadi ydir huwa fe-l-meǥrib?
8 ila zewwežti bent-e — h xeꞩꞩ-ek teɍžeɛ le-đ-đaɍ baš tžib-u.

Exercise 58.b

Finish the statements using the information given in English. Then change the statement into a conditional sentence.

Example

given	**xeꞩꞩ-ni netɛellem l-ingliziya baš . . . (find a job)**
statement	**xeꞩꞩ-ni netɛellem l-ingliziya baš nelqa l-xedma**
conditional sentence	**ila tɛellemt l-ingliziya, ǥadi nelqa l-xedma**

1 d-drari, xeꞩꞩ-hŭm yebqaw fe-đ-đaɍ baš . . . (help at home)
2 l-bent ta-temši l-l-međɍaꞩa u . . . (her father is afraid of talk)
3 l-bent ta-tšuf le-bnat l-ingliziyat u ħetta hiya . . . (will want freedom)
4 b̂b̂a-ha bǥa yzewwež-ha u hiya . . . (won't feel ashamed for her father)
5 ma-kayna-š međɍaꞩa fe-l-qeɍya, d-drari . . . (can't learn)
6 nta ma-ta-tetkellem-š š-šelħa, . . . (you can't talk with the Rif-Berbers)
7 xeꞩꞩ-ek teskŭn fe-l-meǥrib u . . . (you will learn the Moroccan dialect well)

Exercise 58.c

Below are some conditional sentences. For each, decide if the statement in the second part of the sentence is correct or not. If it is correct, say it is correct and repeat the sentence. If it is incorrect, say so and deny the statement.

Example

given	**ila kanet š-šems sxuna bezzaf, le-mǥaɍba ka-yneɛsu.**
note	**Not all Moroccans sleep when it's hot.**

you **ma-ši ꞩħiħ, ila kanet š-šems sxuna bezzaf, le-mǥaɍba ma-ka-yneɛsu-š.**

given **ila kanet š-šems sxuna bezzaf, le-mǥaɍba ta-yebqaw ta-yxedmu.**

note **Even if it's hot, they continue working.**

you **ꞩħiħ, ila kanet š-šems sxuna bezzaf, le-mǥaɍba ta-yebqaw ta-yxedmu.**

1 ila kanet l-međɍaꞩa fe-l-qeɍya, n-nas ma-ta-yꞩifŧu-š wlad-hŭm l-l-međɍaꞩa.

2 ila weꞩlat l-bent ɛešɍ snin, n-nas ta-yzewwžu l-bent.

3 ila bǥa l-weld yemši l-l-međɍaꞩa, b̑b̑a-h yꞩifŧ-u l-l-međɍaꞩa.

4 ila ma-kanet-š l-međɍaꞩa fe-l-qeɍya, ta-yži l-kaɍ baš yžib d-drari l-l-međɍaꞩa.

5 ila ɛɍefti l-ɛeɍbiya, ta-yemken l-ek tetkellem mɛa kŭll ši le-mǥaɍba.

6 ila ǥleŧ l-weld fe-l-međɍaꞩa, l-muɛellim yqul l-u baš yexrŭž beɍɍa.

Exercise 58.d

Below are sentences containing mistakes in the verbs. Find these errors. You can use the grid from paragraph b for this.

1 l-insan lli ka-yeɛɍef ka-yekteb, ǥadi yetɛellem l-ingliziya mezyan.

2 ta-yemken l-kŭm ka-tekriw had đ-đaɍ b-xems alef ryal.

3 huwa kan xdem f-waħed l-fabrika kbira.

4 ažiw yšeɍbu atay f-had l-qehwa!

5 ana kŭnt neqɍa ɛend waħed ɍ-ɍažel merikani.

6 ana ma-neqđeɍ-š aži ɛend-ek l-yum, xeꞩꞩ-ni nemši l-l-međɍaꞩa.

7 xeꞩꞩ-hŭm temšiw l-l-međɍaꞩa.

8 ɛend-i đaɍ ždida, aži ka-tšuf-ha.

9 n-nas bǥaw ħeꞩꞩlu ɛel l-istiqlal.

10 waš bǥiti ka-yemši l-l-meǥrib be-ŧ-ŧumubil?

Exercise 58.e

Insert forms of the root **√bǥ$^{a}/_{i}$** into partial Sentences 1 to 8, and find a suitable second part for each sentence in the second column.

1	xu-ya ________ yeqɍa	a	l-i žuž de-ŧ-ŧbali ždad
2	b̂b̂a ________ yzewwež	b	yεawnu-hŭm.
3	a ħmed, waš ________ tešri		ctemšiw εla režli-kŭm l-l-međɍaꞩa.
4	a xu-ya, εlaš ma- ________ -š	d	x̂t-i, εend-ha εešɍin sana daba.
5	l-fellaħa ________ d-drari dyal-hŭm	e	tꞩifeŧ weld-ek l-l-međɍaꞩa.
6	x̂t-i ꞩ-ꞩǥiɍa ________	f	temši l-l-međɍaꞩa.
7	weld-i ________ yetzewwež	g	le-ktab dyal-i.
8	εlaš ntuma ma- ________ -š	h	mεa bent xu-ya.

Exercise 58.f

Finish the sentences below by filling in two verbs in the open spaces, one form of each verb.

Example

given ________ **l-ek** ________ **-ha be-tlatin alef ryal (√mkn, √kr$^{a}/_{i}$)**

you **ta-yemken l-ek tekri-ha be-tlatin alef ryal.**

1 ila kŭnti mɍiđ ________ ________ fe-đ-đaɍ.(√xꞩꞩ, √bq$^{a}/_{a}$)

2 ________ tebqa aw bǥiti ________? (√bǥ$^{a}/_{i}$, √ɍžε)

3 waš ________ ________ l-i fuq-aš mat l-malik? (√qđɍ, √q$^{a}/_{u}$l)

4 fe-l-badiya, n-nas ________ wlad-hŭm ________ -hŭm fe-đ-đaɍ. (√bǥ$^{a}/_{i}$, √εwn)

5 ________ -ek ________ l-l-bulis u tžib mεa-k l-paꞩpuɍ. (√xꞩꞩ, √mš$^{a}/_{i}$)

6 l-kaɍ ma- ________ -š ________ l-l-qeɍya dyal-na. (√qđɍ, √wꞩl)

7 beεđ l-'aħyan (ana) ________ ________ l-l-meǥrib. (√bǥ$^{a}/_{a}$, √ɍžε)

8 n-nas fe-l-badiya ________ ________ εend-hŭm ħšuma. (√mkn, √k$^{a}/_{u}$n)

Exercise 58.g

Find partial sentences in the second column to fit the partial sentences in the first column. You will end up with a complete story.

1	a l-muɛellim xes̶s̶-ek	a	aži l-ɛend-na fe-đ-đaɍ.
2	b̂b̂a bǥa	b	tgelsu, tšeɍbu atay u tetkellmu.
3	ila bǥiti	c	yetkellem mɛa-k.
4	baš yemken l-kŭm	d	tži ǥedda f-le-ɛšiya?
5	waš teqđeɍ	e	takŭl ɛend-na le-ɛša.
6	ila bǥiti ta-yemken l-ek	f	tetkellem mɛa b̂b̂a.

Exercise 58.h

Make the sentences below negative using the auxiliary verb given in English. Also give an explanation/reason why someone can't/doesn't want to, etc. do something. Check your sentences with a native speaker of Moroccan.

Example

given **can't:**

given **xu-ya ta-yekteb l-ħuɍuf l-ɛeɍbiya.**

you **xu-ya ma-ta-yeɛɍef-š yekteb l-ħuruf l-ɛeɍbiya ħit ta-yemši l-waħed l-međɍasa ingliziya.**

given **don't/doesn't want to:**

given **b̂b̂a ta-yetɛellem l-luǥa l-ingliziya.**

you **b̂b̂a ma-bǥa-š yetɛellem l-luǥa l-ingliziya, bǥa yeɍžeɛ l-l-meǥrib.**

can't:

1 weld-i le-kbir ta-yemši l-l-međɍas̶a.

2 b̂b̂a ta-ys̶ifeŧ-ni l-l-međɍas̶a.

3 fe-l-badiya n-nas ta-yemšiw l-le-mdina kŭll yum.

don't/doesn't want to:

4 bent-i ta-tetzewwež mɛa weld xu-ya.

5 d-drari le-mǥaɍba lli saknin fe-l-ingliz ǥadi yɍežɛu l-l-meǥrib.

6 r-ržal le-kbaɍ ta-yetɛellmu l-ingliziya.

mustn't:

7 bent-i dima ta-tži mɛeŧŧla le-đ-đaɍ.

8 l-weld l-meǥribi ta-yemši l-l-međɍas̶a.

9 fe-l-ingliz ta-txafu men l-heđɍa dyal n-nas.

can't:

10 weld-i ta-yekteb l-ħuɍuf l-ɛeɍbiya.

11 r-rifiyin ta-yetkellmu d-dariža l-meǥribiya.

12 ana ta-nħell l-mašakil dyal-i.

Exercise 58.i

Below are parts of sentences that make a correct sentence if you place them in the right order and add something yourself.

Example

given **________ / bezzaf / -h / ta-naklu**

you **s-seksu, ta-naklu-h bezzaf.**

1 ________ / le-bnat / -hŭm-š / l-l-međɍas̶a

2 ________ / le-bnat l-ingliziyat / ɛend-hŭm

3 ________ / ħetta hiya / l-ħŭɍɍiya / ǥadi tebǥi

4 ________ / l-heđɍa / dyal n-nas le-x̂ɍin / le-mǥaɍba

5 ________ / d-drari dyal l-fellaħa / fe-đ-đaɍ / yɛawnu

6 ________ / bǥa yetzewwež / xu-ya

7 ________ / n-nas / fe-l-meǥrib / ta-yzewwžu

8 ________ / ta-yxelliw / fe-đ-đaɍ / n-nas dyal l-badiya

Exercise 58.j

Below are several Moroccan sentences. If the sentence is syntactically correct, you say: **had ž-žŭmla ꞩħiħa**. If the sentence is not correct, you say: **had ž-žŭmla ǥalŧa, xeꞩꞩ-ek tqul . . .** and then say the correct sentence with the right syntax.

Example

given	**le-mǥaɍba ta-yaklu ŧ-ŧažin.**
you	**had ž-žŭmla mezyana.**
given	**d-drari l-l-međɍaꞩa ma-ta-yemšiw-š.**
you	**had ž-žŭmla ǥalŧa, xeꞩꞩ-ek tqul: d-drari ma-ta-yemšiw-š l-l-međɍaꞩa.**

1 d-drari ta-yxafu men l-muɛellim.

2 be-l-xuꞩuꞩ le-bnat, ma-ta-yꞩifŧu-š l-l-međɍaꞩa-hŭm.

3 l-fellaħa ta-yqulu le-d-drari dyal-hŭm baš yebqaw fe-đ-đaɍ.

4 fe-l-badiya, l-l-međɍaꞩa ma-ta-yꞩifŧu-š le-bnat.

5 l-mes'ala l-lewwla hiya dyal le-bnat l-ingliziyat l-ħŭɍɍiya.

6 l-weld, xeꞩꞩ-u yemši ɛla režli-h men đ-đaɍ l-l-međɍaꞩa.

Exercise 58.k

Create sentences of the given compilation, using the components given here: le-ɛyalat / qaɍyin / ta-yŧeyybu/ ta-yetkellmu / (ɛel) l-makla / le-ržal-hŭm

1 subject + predicate

2 subject + verb

3 subject + verb + object

4 subject + verb + indirect object

5 subject + verb + prepositional object†

6 subject + verb + object + indirect object

†You rarely encounter sentences containing an object and a prepositional object.

Exercise 58.l

In the sentences below, several sentence constituents (direct and/or indirect objects) can be replaced by pronouns or suffixes, as shown in the example. Do this for these sentences and check the new ones with a native speaker.

Example

given	**ǥadi nŧeyyeb s-seksu le-đ-đyaf**
first replace	**đ-đyaf (result = a) and then also s-seksu (result = b) with a suffix.**
you, a	**ǥadi nŧeyyeb l-hŭm s-seksu**
you, b	**ǥadi nŧeyyb-u l-hŭm**

1 xeꞩꞩ-ek tdir le-s-seksu l-ɛeŧꞧiya.
First replace **s-seksu (1a)** and then also **l-ɛeŧꞧiya (1b).**

2 ma-ꞩleħt-š ŧ-ŧumubil l-xu-ya.
First replace **xu-ya (2a)** and then also **ŧ-ŧumubil (2b).**

3 ma-nžib-š ši ħaža le-b̂b̂a.
First replace **b̂b̂a (3a)** and then also **ši ħaža (3b).**

Lesson 59

It's difficult to teach Arabic in the UK

Listen to the story of a Moroccan who has only been living in the UK for a short time. He mostly speaks about the problems with Arabic education in the UK.

hadi telt šhuɍ w-ana fe-l-ingliz. qbel-ma nži l-l-ingliz kŭnt ta-nđenn belli l-maǥaɍĭba lli ɛayšin fe-l-ingliz ɛayšin mezyan. walakin daba lli ħellit ɛeyni-ya šeft belli l-maǥaɍĭba fe-l-ingliz ta-yɛišu fe-l-mašakil. ta-nđenn belli l-muškil le-kbir huwa muškil t-teɛlim. kaynin hna fe-l-ingliz muɛellimin maǥaɍĭba walakin ma-ɛend-hŭm-š l-qism fayn yqeɍɍiw l-'aŧfal, ta-yqeɍɍiw f-waħed l-bit ꞩǥiɍ. u ħetta smeɛt belli waħed l-muɛellim meǥribi ta-yqeɍɍi f-'corridor'. u kayen ħetta l-muškil dyal l-weqt: l-'aŧfal lli mewžudin fe-l-meǥrib ta-yeqɍaw l-ɛeɍbiya xems swayeɛ wella sett swayeɛ fe-n-nhaɍ. hna la, hna ŧ-ŧifl ta-yeqɍa l-ɛeɍbiya ǥir saɛtayn fe-s-simana u ta-yensa kŭll ši ma-bin đeɍꞩ u đeɍꞩ. u l-kutub ma-mewžuda-š; l-kutub lli žayya men l-meǥrib ma-ꞩalħa-š le-t-talamid lli ɛayšin f-uɍubba u ta-yaxdu ǥir saɛtayn f-temn iyyam. u šuf l-muɛellimin l-ingliziyin, ašnu ɛend-hŭm: ɛend-hŭm kutub mezyana bezzaf, ɛend-hŭm ŧuɍŭq žeddaba, ɛend-hŭm kŭll ši, 'amma ħna, fa-ma-ɛend-na-š walu. ka-nđenn belli ħna ka-walidin f-yedd-na waħed l-mes'uliya kbira f-had l-mes'ala hadi u ila ma-bǥat-š l-ħukuma l-ingliziya tħell l-muškil dyal t-teɛlim l-ɛaɍabi fe-l-ingliz, xeꞩꞩ-na nweqfu ka-ɍažel waħed u ndiru yedd f-yedd mɛa l-muɛellimin u nŧelbu men l-ħukuma l-ingliziya baš tɛawen-na f-had l-muškil dyal t-teɛlim. walakin l-'aba' l-maǥaɍĭba ma-ɛend-hŭm-š l-weqt baš yƶuɍu l-muɛellimin bezzaf u ma-ta-yɛeɍfu-š l-mabadi' dyal t-teɍbiya, ma-ši l-'aba' kŭll-hŭm walakin bezzaf. ta-yđeɍbu wlad-hŭm u yxelliw-hŭm yneɛsu ǥir fe-l-weqt lli bǥaw huma. t-teɍbiya dyal l-međɍasa ma-ši bħal t-teɍbiya dyal đ-đaɍ. l-muɛellimin ma-ta-yđeɍbu-š t-talamid. walakin l-weld, ila kla đ-đeɍb fe-đ-đaɍ, ħetta fe-l-međɍaꞩa ǥadi yxaf men l-muɛellim la-yđeɍb-u, u f-nefꞩ l-weqt huwa ɛeyyan u ma-ta-yefhem-š đ-đeɍꞩ ħit dik l-lila nɛes ǥir ši šwiya. ka-yeđher li-ya belli hada huwa ɛlaš n-nata'iž dyal l-'aŧfal l-maǥaɍĭba ma-mezyana-š.

This text contains some words from Modern Standard Arabic (**kutub** etc.). He could have used their colloquial counterparts (**ktub,** etc.), but then the overall style would have been less 'official'.

Vocabulary

maǥaɍĭba	= mǥaɍba
εayšin (pl.) (√ε^{a}/$_{i}$š)	living (active participle)
daba lli	since
ħellit (√ħll)	I opened
εeyni-ya	my eyes
šeft (√š^{a}/$_{u}$f)	I've seen
ta-yεišu (√ε^{a}/$_{i}$š)	they live
teεlim	education
qism	classroom
yqeɍɍiw (√qɍ^{a}/$_{a}$)	they teach
'aŧfal (pl.)	children
smeεt (√smε)	I've heard
mewžudin (pl.) (√wžd)	located
swayeε (pl.)	hours
ŧifl	child
saεtayn	two hours
simana	week
ta-yensa (√ns^{a}/$_{a}$)	he forgets
ma-bin	between
kutub	= ktub
žayya (√ž^{a}/$_{i}$)	coming
ꞩalħa	good, suitable
talamid (pl.)	pupils
uɍubba	Europe
'amma . . . fa-. . .	as for . . . well
ka-	like
ŧuɍŭq	methods

žeddaba	attractive
walidin	parents
mes'uliya	responsibility
ħukuma	government
nweqfu (√wqf)	we rise
nŧelbu (√ŧlb)	we request
'aba'	fathers, parents
yƶuɍu (√ƶ$^{a}/_{u}$ɍ)	they visit
mabadi'	principles
teɍbiya	upbringing
ta-yđeɍbu (√đɍb)	they hit
đeɍb	beating
yxaf men (√x$^{a}/_{a}$f)	he is afraid of
yxaf la + tegenw. tijd	he is afraid that
nefs l-	the same
f-nefs l-weqt	at the same time
lila	night
ka-yeđheɍ li-ya	it seems to me
n-nata'iž	the results

Explanation

59.a Plurals that are grammatically treated as feminine singular

In this text you have seen some plural nouns followed by a singular adjective. That is caused by Modern Standard Arabic influence. In MSA the plurals of non-people are treated grammatically as feminine singular. In Moroccan colloquial this rule doesn't exist, but an educated speaker who can speak MSA may apply this rule when speaking Moroccan, especially when speaking about more abstract topics like the problems in education; because when speaking about this type of subject you would use relatively many words derived from MSA. Find all these cases in this lesson's text and list them below. There are 6.

81 ______________________ ______________________

______________________ ______________________

______________________ ______________________

In all of these cases the adjectives could just as well have been plural.

Exercise a deals with this.

59.b A special form of the number 2

In Lesson 43.a you learnt that the numerals 3 to 10 have a shortened form that only occurs before a limited amount of nouns. Which examples can you see in this lesson's text?

snin is one of those nouns that can be preceded by the shortened form of the numeral, and **iyyam**, the plural of **yum** = day, is another one you have seen before. These two, and the other nouns that can get this form, all indicate time periods:

telt šhuɼ	3 months
ɼbeɛ snin	4 years
xems swayeɛ	5 hours
sett iyyam	82 6 ________
ɛešɼ dqayeq (sg. dqiqa)	83 ________

This category of nouns has another special rule. If you combine one of these nouns with the numeral 'two', something special happens. You don't use the numeral **žuž,** but the singular noun takes the dual ending **-ayn**:

šheɼ	šehɼayn†	two months
84 ________	saɛtayn	two hours
yum	85 ________	two days

†Note how the vowel **e** moves because the word takes an ending with a stable vowel.

You may have noticed that the word **sana** = year and the dual form **sanatayn**† are missing from this list. That is because for one and two years usually a different word than **sana** is used: **ɛam:**

ɛam (waħed)	**one year**
ɛamayn	**two years**

†You do occasionally hear **sanatayn**, but that is under the influence of MSA.

You do use **snin** for 3 to 10 years:

telt snin	3 years
ɛešř snin	10 years

So words from this (small) group of nouns have 3 instead of two grammatical numbers:

singular	šheř, yum
dual	šehřayn, yumayn
plural	šhuř, iyyam

Nouns that aren't part of this group combine with the number two in the way you know: using the numeral **žuž + d(yal)** + definite article + plural noun:

žuž dyal t-talamid

žuž de-l-'aŧfal

Exercises b, c and d deal with this.

59.c To say, think, know, etc. that (belli) . . .

In this lesson's text you have seen the conjunction **belli** several times. Find the occurrences in the text and note which verbs were followed by **belli**. They were:

ta-nđenn belli . . .	I think that . . .
šeft belli . . .	I have seen that . . .
smeɛt belli . . .	I have heard that . . .
ka-yeđheř li-ya belli . . .	it seems to me that . . .

The conjunction **belli**† introduces a subordinate clause – more specifically, a declarative content clause.

† Many Moroccans use the conjunction **bin** instead of **belli**. It has the same meaning and function.

Now look at the subordinate clauses in the text at the beginning of the lesson. Is the sentence structure of these subordinate clauses different from 'normal' main clauses in Moroccan?

1 kŭnt ta-nđenn *belli* l-maǥařǐba . . . ɛayšin mezyan.

2 šeft *belli* l-maǥařǐba . . . ta-yɛišu fe-l-mašakil.

3 ta-nđenn *belli* l-muškil le-kbir huwa muškil t-teɛlim.

4 smeɛt *belli* waħed l-muɛellim meg̶ribi ta-yqer̶r̶i f-'corridor'.

5 ka-nđenn *belli* ħna ka-walidin f-yedd-na waħed l-mes'uliya kbira.

6 ka-yeđher̶ li-ya *belli* hada huwa ɛlaš n-nata'iž dyal l-'at̶fal . . . ma-mezyana-š.

A subordinate clause starting with **belli/bin** has the same sentence structure as a main clause.

The conjunction **belli** can also occur after a noun. In Lesson 58 you saw and heard this sentence:

7 n-nas ɛend-hŭm l-fikr̶a *belli* l-bent . . . ma-xes̶s̶-ha-š temši mɛa le-wlad l-l-međr̶as̶a.

Again, there is nothing odd about the sentence structure of the subordinate clause.

Exercises e, f, g and h deal with this.

59.d Stating an opinion

In this lesson's text, the speaker gives his personal opinion several times. How does he do that? He says:

8 *ta-nđenn belli* l-muškil le-kbir huwa muškil t-teɛlim.

9 *ka-yeđher̶ li-ya belli* hada huwa ɛlaš n-nata'iž dyal l-'at̶fal ma-mezyana-š.

If you don't agree, you can state the opposite by negating the verb in the main clause.

ma-ta-nđenn-*š* belli l-muškil le-kbir huwa muškil t-teɛlim

ma-ka-yeđher̶-li-ya-*š* belli hada huwa ɛlaš n-nata'iž dyal l-'at̶fal ma-mezyana-š.

You can also omit the subordinate clause in your negative response and just say:

ma-ta-nđenn-š

ma-ka-yeđher̶-li-ya-š

If you want to state first that you think or it seems to you that something is not the case, the negation can also occur in the subordinate clause:

ka-nđenn belli l-mag̶ar̶ĭba lli saknin fe-l-ingliz *ma*-ɛayšin-*š* mezyan.

ka-yeđher̶ li-ya belli *ma*-teqđer̶-*š* tħell had l-muškil.

Exercises i, j, k, l and m deal with this.

Exercises

Exercise 59.a

The sentences below contain some words and grammatical features from Modern Standard Arabic. Reform the sentences into pure Moroccan colloquial.

Example

given **ɛend-hŭm kutub ꞩalħa.**

you **ɛend-hŭm ktub ꞩalħin.**

1 ŧ-ŧuɍŭq lli kayna f-merikan žeddaba bezzaf.

2 n-nata'iž dyal d-drari ma-ši mezyana.

3 l-kutub lli žayya men l-meǥrib ma-ꞩalħa-š.

4 fe-l-masa'ĭl lli kayna f-merikan kayna l-mes'ala dyal t-teɛlim.

5 l-mabadi' dyal t-teɍbiya, ma-ta-yɛeɍfu-ha-š.

Exercise 59.b

Complete the sentences below. Between brackets are the numeral wanted and the counted object, in its singular form.

Example

given **hadi ________ (3 šheɍ) w-ana fe-l-meǥrib.**

you **hadi telt šhuɍ w-ana fe-l-meǥrib.**

1 dak l-muɛellim ɛend-u ________________ (35; ŧifl) fe-l-qism dyal-u.

2 fe-l-meǥrib d-drari ta-yetɛellmu l-ɛeɍbiya ________________ (5; saɛa) fe-n-nhaɍ.

3 ana muɛellim, hadi ________________ (8; šheɍ) w-ana f-kanada. dima ɛend-i ________________ (30; ŧifl) ma-neqđeɍ-š nqeɍɍi-hŭm mezyan.

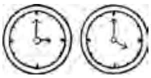
4 xu-ya, ɛend-u ________________ (5; drari), ________________ (2; bent) u ________________ (3; weld).

5 hadi ________________ (7; sana) baš žit l-kanada u kŭnt saken fe-________________ (3; mdina) f-kanada.

6 hadi ________________ (6; šheɍ) u ta-netɛellem l-ɛeɍbiya u hadi ________________ (6; simana) baš mšit l-l-meǥrib.

Exercise 59.c

Answer the questions below. Use the symbolic information provided.

 saɛa  simana 

ɛam/sana



yum 

šheɍ

Example

question **šħal hadi u nta f-merikan?** 3 

you **hadi telt šhuɍ w-ana f-merikan.**

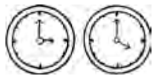
1 šħal hadi u nta ta-tetɛellem l-ɛeɍbiya. 2 

2 šħal hadi baš wᵴelti l-merikan? 2 

3 šħal hadi baš tzewwežti? 8 

4 šħal hadi baš xrežti men l-žamĭɛa? 7 

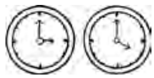
5 šħal hadi baš hes̶s̶eltu ɛel l-istiqlal? 9 

6 šħal hadi baš tkellemti mɛa xu-ya? 4 

7 šħal hadi u nta ta-texdem fe-t-teɛlim? 5 

8 šħal hadi u nta saken fe-l-meǥrib? 3 

9 šħal hadi baš ɍžeɛti le-blad-ek? 2 

10 šħal hadi baš ŧeyyebti ŧ-ŧažin? 2 

🎧 Exercise 59.d

Below is the chronology of what an imaginary Moroccan named Dris has done in the past and what he will do in the near future.

Mind you, today is January 1996, so that is your point of reference. Look at how long ago some things happened in relation to that date, or how long it will take before certain things occur.

- January 1984: Dris came to the USA
- 1985: his brother came to the USA as well
- 1989: his family came to the USA
- 1990: his children went to school in the USA
- It's 'now' January 1996

- March 1996: he moves into a new house with his family
- June 1997: he is going on holiday to Morocco
- 2001: he wants to return to Morocco

Now complete the sentences using the chronology above.
men daba šehṛayn = in two months

Example

given **hadi ________ u dris f-merikan.**

note It's January 1996; he came to the USA in January 1984, that is about 12 years ago.

you **hadi teqriben ṭnašeṛ ɛam u dris f-merikan.**

1 men daba________________ u dris ġadi yeskŭn f-ḍaṛ ždida.

2 hadi ________________ baš xu-h ža l-merikan.

3 men daba ________________ bġa yeṛžeɛ l-l-meġrib.

4 hadi ________________ baš mšaw d-drari dyal-u l-l-meḍṛaṣa.

5 men daba ________________ ġadi yemši l-l-meġrib.

6 hadi ________________ baš žat ɛa'ĭlt-u l-merikan.

Exercise 59.e

Find in the second column a to f the subordinate clauses that fit the main clauses 1 to 6.

1 ḥmed ta-yqul l-i belli

2 beɛḍ l-walidin l-maġaṛĭba fe-l-ingliz ta-yḍennu

3 n-nas fe-l-badiya ta-yfekkṛu belli

4 l-muɛellimin l-maġaṛĭba ta-yqulu belli

5 l-bareḥ b̂b̂a smeɛ belli

6 walakin ka-yeḍheṛ li-ya belli

a l-bent ma-xeṣṣ-ha-š temši l-l-meḍṛaṣa mɛa le-wlad.

b l-kutub lli žayya men l-meġrib ma-ṣalḥa-š.

c belli t-teɛlim l-ɛaɍabi fe-l-ingliz ma-ši ꞩaleħ le-d-drari dyal-hŭm.

d had š-ši ma-ǥadi-š ykun sahel.

e xeꞩꞩ-ni nemši mɛa-h l-l-meǥrib.

f l-ħukuma l-ingliziya bǥat tɛawen l-ažanib lli bǥaw yɍežɛu le-blad-hŭm.

Exercise 59.f

Answer the questions by saying that what is stated in the question is not correct. Start your answer with a verb form of the root indicated.

Example

question t-teɛlim l-ɛaɍabi fe-l-ingliz, waš fi-h l-mašakil? (√đnn)

you ta-nđenn belli t-teɛlim l-ɛaɍabi fe-l-ingliz, ma-fi-h-š l-mašakil.

1 waš n-nata'iž de-d-drari le-mǥaɍba mezyana? (√smɛ)

2 waš l-muɛellimin l'ingliziyin ta-yđeɍbu t-talamid? (√đnn)

3 waš l-'aba' l-maǥaɍĭba ta-yƶuɍu l-međɍaꞩa bezzaf de-l-meɍɍat? (√đhɍ li-. . .)

4 waš d-drari lli mewžudin fe-l-ingliz ta-yeqɍaw l-ɛeɍbiya mezyan? (√smɛ)

5 waš le-mǥaɍba lli saknin fe-l-ingliz ɛayšin mezyan? (√š^{a}/$_{u}$f)

6 t-teɛlim l-ɛeɍbi fe-l-ingliz, waš fi-h l-mašakil? (√đhɍ li-. . .)

7 waš l-ħukuma l-ingliziya teqđeɍ tħell l-mašakil de- l-'ažanib? (√đnn)

8 waš saɛtayn de-l-ɛeɍbiya kafya? (√đhɍ li-. . .)

Exercise 59.g

Use the English and symbolic information to make sentences.

Here are the symbols and what they mean.



smeɛt (belli) = have heard (that)



šeft (belli) = have seen (that)



ta-nđenn (belli) = think (that)



ta-yqul (belli) = say (that)

Example

given **ħmed**  **Children are afraid of the teacher.**

you **ħmed smeɛ belli d-drari ta-yxafu men l-muɛellim.**

1 dris  English books aren't suitable.

2 ɛebd s-slam  hours of Arabic a week is not enough.

3 faŧima  the teacher has hit her son.

4 mħemmed  Moroccan teachers have a large responsibility.

5 xadiža  the upbringing in the UK is not like the upbringing in Morocco.

6 naɛima  Moroccan parents can speak with the teacher.

7 ħmed  in the small village is a school.

8 ɛayša  Canadian children don't feel shame in front of their parents.

Exercise 59.h

Below are some statements. Pass this person's opinion on to a third person by telling them: 'X thinks/says/has heard that . . .'.

Example

given **le-mǥaɍba lli saknin fe-l-ingliz ɛayšin mezyan.**

given **mħemmed**  ________

you **mħemmed ta-yqul belli le-mǥaɍba lli saknin fe-l-ingliz ɛayšin mezyan.**

1 l-bent lli weꞩlat xemsŧašeɍ sana xeꞩꞩ-ha tetzewwež.

b̂b̂a  ________

2 n-nas lli fe-l-badiya ta-yxafu men l-heđɍa de-n-nas le-x̂ɍin.

l-muɛellim dyal-i  ________

3 l-fellaħa lli ɛayšin fe-l-meǥrib ta-yxedmu bezzaf.

dris  ________

4 l-ħŭɍɍiya dyal le-bnat hiya ħaža xayba.

m̂m̂-i  ________

5 l-bent lli ta-tži mɛeŧŧla le-đ-đaɍ, ma-ta-teħšem-š.

xu-ya  ________

6 n-nas lli saknin fe-l-badiya ma-ta-ysifṭu-š wlad-hŭm l-l-medṛasa.

dris  ________

7 l-meġrib blad mezyana u sxuna.

žaṛ-i  ________

8 l-maġaṛiba ta-yṭelbu men l-ħukuma l-ingliziya baš tɛawen-hŭm.

ana  ________

Exercise 59.i

Choose the right response to the statements given. The first response is: 'I don't think so'; the second one is: 'I agree'.

Example

Statement **ka-yeđheṛ li-ya belli t-teɛlim fe-l-ingliz ma-ši bħal t-teɛlim fe-l-meġrib.**

Choose between **a) ma-ta-nđenn-š**
b) ana mettafeq mɛa-k (this is the right choice)

1 ta-nđenn belli d-drari l-maġaṛiba xeṣṣ-hŭm yetɛellmu l-ɛeṛbiya l-fuṣħa.

2 ka-yeđheṛ li-ya belli t-teṛbiya fe-l-meġrib ma-ši bħal t-teṛbiya fe-l-ingliz.

3 ka-nđenn belli saɛtayn dyal l-ɛeṛbiya fe-s-simana ma-yekfiw-š.

4 ka-yeđheṛ li-ya belli l-ħukuma l-ingliziya ma-bġat-š tħell l-mašakil dyal l-'ažanib.

5 ka-nđenn belli l-'aba' ma-ɛaṛfin-š l-mabadĭ' dyal t-teṛbiya.

6 ka-yeđheṛ li-ya belli l-muɛellimin l-maġaṛiba ɛend-hŭm waħed l-mes'uliya kbira.

Exercise 59.j

In this exercise you will encounter some statements that oppose what has been stated in previous lessons’ texts. So respond by saying that you don’t think so/that it doesn’t seem that way to you. Then someone asks what you think. Respond by saying that you think/it seems to you what was stated before.

Example

statement	**ka-nđenn belli kayen waħed l-feɍq ma-bin n-nas lli ta-yetkellmu l-ɛeɍbiya u n-nas lli ta-yetkellmu š-šelħa.**
you	**ma-ka-nđenn-š had š-ši.**
question	**aš ka-tđenn nta?**
you	**ka-nđenn belli šɛeb l-meǥrib šɛeb waħed.**

1 fe-l-meǥrib, l-fellaħa kŭll-hŭm ta-yꞩifŧu wlad-hŭm l-l-međɍaꞩa.

2 n-nas lli ma-qaɍyin-š ta-yfehmu l-ɛeɍbiya l-fuꞩħa mezyan.

3 l-insan lli baǥi yexdem, ma-xeꞩꞩ-u-š yetqŭn l-ingliziya.

4 le-mǥaɍba ta-yaklu l-baŧaŧa bezzaf.

5 le-bni le-qdim, s-sukna fi-h ǥalya bezzaf.

6 l-’atat dyal đ-đaɍ l-merikaniya bħal l-’atat dyal đ-đaɍ l-meǥribiya.

Exercise 59.k

Pretend you are the Moroccan teacher who recorded this lesson’s text, and you hold the opinions stated in the text. Then respond to the questions in this exercise.

Example

question	**waš le-mǥaɍba f-kanada ɛayšin fe-l-mašakil?**
you	**iyeh, ta-nđenn belli le-mǥaɍba f-kanada ɛayšin fe-l-mašakil.**

1 waš n-nata’iž dyal l-’aŧfal l-maǥaɍǐba mezyana?

2 waš l-muškil le-kbir huwa muškil s-sukna?

3 waš l-kutub l-ɛaɍabiya lli mewžuda f-kanada mezyana?

4 waš l-walidin l-maǥaɍǐba ta-yɛeɍfu l-mabadǐ’ dyal t-teɍbiya?

5 waš d-drari ta-yɛeqlu ɛla kŭll ši lli tɛellmu-h fe-đ-đeɍꞩ dyal l-ɛaɍabiya?

6 l-muɛellimin l-kanadiyin, waš ɛend-hŭm kutub mezyana?

Exercise 59.l

Given are some statements. Respond by stating that you think this is true (**ka-nđenn belli had š-ši ꞩħiħ**), but (**walakin**) there is a limiting factor. This limiting factor has been given in English.

Example

Statement **l-insan lli gales fe-đ-đaɍ bla xedma ɛayeš mezyan.**
(He doesn't have much money.)

you **ta-nđenn belli had š-ši ꞩħiħ walakin ma-ɛend-u-š le-flus bezzaf.**

1 d-drari l-maǥaɍĭba lli fe-l-ingliz, ma-ɛend-hŭm-š l-weqt baš yetɛellmu l-ɛeɍbiya. (Arabic is the language of their country.)

2 saɛtayn de-l-ɛeɍbiya fe-s-simana ma-ta-yekfiw-š. (English education comes first.)

3 l-muɛellimin l-merikaniyin ɛend-hŭm kŭll ši u l-muɛellimin l-maǥaɍĭba ma-ɛend-hŭm walu. (The Moroccan government can solve that.)

4 beɛđ n-nas ta-yxelliw l-bent le-kbira fe-đ-đaɍ ħit ma-xeꞩꞩ-ha-š tšuf le-wlad. (A girl should go to school to learn as well.)

5 l-'ažnabi lli saken fe-l-ingliz, la bŭdd yetɛellem l-luǥa l-ingliziya. (If he doesn't want to, he doesn't have to.)

6 fe-l-meǥrib kayen waħed l-feɍq ma-bin n-nas lli ta-yetkellmu l-ɛeɍbiya u n-nas lli ta-yetkellmu š-šelħa. (The Berber speakers say they are Moroccan as well.)

Exercise 59.m

Answer the following questions. The questions are about the way the speaker in this lesson's text states his opinions.

1 Is the speaker certain that somewhere a Moroccan teacher is teaching in the corridor?

2 With which group(s) does the speaker identify, the parents or the teachers? How do you know?

3 The speaker softens a statement about Moroccan parents; how?

4 Is the speaker certain about the bad study results of Moroccan children? How do you know?

5 Has the speaker adjusted the opinion he had in Morocco about the way Moroccans live in the UK, or not? How can you tell?

Work and jobs

Lesson 60

I don’t enjoy my job

Listen to this dialogue about work and working conditions.

dris ꞩbaħ l-xiɍ a s-si ħmed kif dayer?

ħmed ahlen a s-si dris, kif dayer nta? ana bi-xiɍ, l-ħemdu li-llah.

dris la bas šwiya. d-drari, la bas ɛli-hŭm?

ħmed huma bi-xiɍ l-ħemdu li-llah. ši bas ma-kayen? mwalin đ-đaɍ, la bas ɛli-hŭm?

dris mwalin đ-đaɍ, huma bi-xiɍ l-ħemdu li-llah, fe-đ-đaɍ ma-kayen bas. l-muškil huwa l-xedma.

ħmed šnu ɛend-ek mɛa l-xedma a s-si dris? waš xerržu-k wella ma-ɛažba-k-š l-xedma?

dris ta-nexdem ɛend waħed mul l-meŧɛem walakin had l-xedma ꞩɛiba. ta-nexdem ħetta s-sebt u l-ħedd, yeɛni ɍ-ɍaħa ma-ɛendi-š. ǥir l-žŭmɛa beɛd đ-đhuɍ ɛend-i ɍ-ɍaħa. ana xeddam f-had l-xedma li’anna ma-neqđeɍ-š nelqa xedma x̂ɍa. fe-l-weqt lli nelqa weħda x̂ɍa ǥadi nbeddel-ha.

ħmed waš ta-tqelleb ɛla xedma x̂ɍa? ta-nđenn l-paŧɍun dyal-i baǥi yzid l-xeddama. waš bǥiti texdem mɛa-ya? aži ngelsu fe-l-qehwa nheđɍu šwiya ɛla had l-qađiya.

dris waxxa. u nta, kif dayer fe-l-xedma a s-si ħmed?

ħmed ɛažba-ni had l-xedma. waxxa nelqa weħda x̂ɍa, ma-nbeddel-ha-š. ta-nerbeħ waħed l-’užɍa mezyana, l-xedma sahla u nqiya u l-paŧɍun ħetta huwa mezyan, ta-netfahem mɛa-h mezyan.

dris šnu had l-meɛmel, dyal-aš? šnu ta-tdir nta?

ħmed had l-meɛmel dyal t-tub. ta-nnesžu t-tub dyal l-malabes w-ana ta-nexdem f-waħed l-mensež dyal đ-đuw.

dris	šħal men saɛa ta-texdem fe-n-nhaɍ?
ħmed	ta-nexdem tmenya de-s-swayeɛ fe-n-nhaɍ.
dris	fuq-aš ta-tedxŭl fe-ꞩ-ꞩbaħ?
ħmed	ta-nedxŭl fe-s-sebɛa u neꞩꞩ de-ꞩ-ꞩbaħ, ɛend-na saɛa llaɍebb dyal l-makla u ta-nexrŭž fe-ɍ-ɍebɛa u ɍbeɛ. s-sebt ta-nexdem ǥir fe-ꞩ-ꞩbaħ ħetta le-ħđaš u neꞩꞩ.
dris	iden l-ħedd nhaɍ ɍ-ɍaħa, mezyan! ila mšit nexdem mɛa-k, waš ǥadi nexdem bħal-ek, yeɛni nefs l-xedma lli ta-texdem nta? šnu ǥadi ndir, waš xedma waɛra wella sahla?
ħmed	smeħ l-i a s-si dris ma-neɛɍef-š l-paŧɍun waš bǥa yxeddm-ek, u ila bǥa yxeddm-ek ma-ɛɍeft-š n-nuɛ dyal l-xedma lli ǥadi yeɛŧi-k.
dris	ma-kayen bas, ǥadi nemši mɛa-k l-l-meɛmel u nsewwel l-paŧɍun. šħal yemken l-i nerbeħ a s-si ħmed?
ħmed	smeħ l-i a s-si dris, ma-neqđeɍ-š nqul l-ek. hadi xems snin w-ana xeddam f-had l-meɛmel, ka-nđenn ma-ǥa-terbeħ-š bħal-i.
dris	ma-kayen muškil, ǥadi nšuf.

Vocabulary

ši bas ma-kayen	no problem (can also be put as question)
mwalin đ-đaɍ	housemates
ma-kayen bas	no problem
xerržu-k (√xrž)	they sent you away
s-sebt	Saturday
l-ħedd	Sunday
ɍ-ɍaħa	rest, free time
l-žŭmɛa	Friday
đ-đhuɍ	noon
xeddam	working
li'anna	because
nbeddel (√bdl)	I change
(ta-)tqelleb ɛla (√qlb)	you are looking for

paŧɍun	employer
xeddama	workers (plural by ending **-a**)
qađiya	case
waxxa	even if
(ta-)nerbeħ (√rbħ)	I earn
'užɍa	wage
(ta-)netfahem mɛa-h (√fhm)	I get along with him
meɛmel	factory
tub	cloth
ta-nneszu (√nsž)	we weave
malabes	clothes
mensež	loom
đuw	1. light; 2. electricity
fuq-aš	what time
s-sebɛa u neꞩꞩ	half past 7
neꞩꞩ	half
saɛa llaɍebb	three quarters of an hour
ɍ-ɍebɛa u ɍbeɛ	a quarter past 4
mšit (√mš$^{a}/_{i}$)	I went
waɛer	heavy, difficult
yxeddm-ek (√xdm)	he employs you
nuɛ	kind

Explanation

60.a Asking about (dis)pleasure

First look again at Lesson 48.c. We discussed this issue there as well.

In this lesson you encountered these two questions:

1 ma-ɛažba-k-š l-xedma?

2 u nta, kif dayer fe-l-xedma?

Do the answers to these questions fit in with what you learnt in Lesson 48.b? Answer the question before reading on. The answers are:

3 had l-xedma sɛiba.

4 ɛažba-ni had l-xedma.

This matches what you learnt in Lesson 48: **sɛiba**, the discontentment is expressed by an adjective; **ɛažba-ni**, the contentment is expressed by the active participle **ɛažeb**. But you will remember that you can also negate **ɛažeb** to express discontentment. And on the other hand there are plenty of positive adjectives that you can use to express contentment.

Exercises a and b deal with this.

60.b Accepting an apology

In the text Ahmed apologises twice because he doesn't know the answer to two of Dris's questions. What does Ahmed say by way of apology and how does Dris respond? First find the answer in the text. Ahmed apologises twice using the expression you already know: **smeħ l-i**. Dris responds by saying:

5 ma-kayen bas, ɡadi nemši mɛa-k l-l-meɛmel.

6 ma-kayen muškil, ɡadi nšuf.

The two expressions used to accept the apologies are very similar: **ma-kayen** followed by a noun (**bas, muškil**). Note that in both cases there is no **-š** in the negation.

Exercises c and d deal with this.

60.c The days of the week

In the text are the names of 3 days of the week. Find them. The names of the remaining days are:

(yum, nhaɼ)† t-tnayn	Monday
(yum, nhaɼ) t-tlata	Tuesday
(yum, nhaɼ) l-aɼbeɛ	Wednesday
(yum, nhaɼ) le-xmis	Thursday

†**yum** and **nhaɼ** are synonyms that both mean 'day'. They are given between brackets because you need not use them; **le-tnayn** on its own also means 'Monday'.

What do these 4 names of days have in common? Think of the answer before reading on.

The common factor is a similarity to the numerals. Can you see that in the other 3 names as well?

(yum, nhaɼ) l-žŭmεa	Friday
(yum, nhaɼ) s-sebt	Saturday
(yum, nhaɼ) l-ħedd	Sunday

In these last 3 names the connection with the numerals is less evident. You can see the connection for Sunday (**waħed – l-ħedd**), and for **s-sebt** (Saturday) you can see the connection to the Hebrew Sabbath.

l-žŭmεa† (Friday), the Islamic holy day, literally means (the day of) 'the gathering' (in the mosque).

†The definite article of words from Classical Arabic starting with **ž** (**žamĭεa**, **žŭmεa**) is not formed, like you would expect, by duplicating the **ž**, but by **l-**: **l-žŭmεa**, **l-žamĭεa**.

Yesterday, today, tomorrow, etc.

You've seen these words before. What are they?

86 ________	yesterday	(57)
87 ________	today	(57)
88 ________	tomorrow	(Exercise 55.i)

The day before yesterday and the day after tomorrow are:

wel-l-bareħ	the day before yesterday
beεd ġedda	the day after tomorrow (beεd means 'after')

Exercises e, f, g and h deal with this.

60.d Time

Look again at the words indicating points of time in this lesson's text. Don't read on until you have written them down.

In previous lessons you saw for example:

7	εend-i meweid *fe-z-žuž.*	(45)
8	*fe-l-xemsa* d-le-εšiya nšeɼbu atay.	(46)

And in this lesson:

9 ta-nedxŭl *fe-s-sebεa u neꞩꞩ* de-ꞩ-ꞩbaħ.

10 ta-nexrŭž fe-ɍ-ɍebεa u ɍbeε.

11 s-sebt ta-nexdem ǥir fe-ꞩ-ꞩbaħ ħetta *le-ħđaš u neꞩꞩ*.

So the *hour* is expressed using the preposition **f-**† followed by the cardinal numeral including the definite article.

†Instead of the preposition **f-** you could use the preposition **mεa** here: **mεa l-xemsa d-le-εšiya nšeɍbu atay**.

Half hours are expressed by the previous hour plus a half (**neꞩꞩ**), like in French: **s-sebεa u neꞩꞩ, le-ħđaš u neꞩꞩ.**

You've seen '*a quarter past*' in the text as well.

ta-nexrŭž fe-ɍ-ɍebεa u ɍbeε

ɍbeε is 'a quarter' and 'a quarter of an hour'. So you express 'at a quarter past x' by saying 'x and a quarter' (**l-xemsa u ɍbeε, fe-t-tlata u ɍbeε** etc.).

There was no '*a quarter to*' in the text, but there was a period of three-quarters of an hour. That was the following:

12 εend-na saεa llaɍebb dyal l-makla. We have three-quarters of an hour to eat.

This is expressing a time period, but you can also use the expression llaɍebb (minus a quarter) when indicating a moment in time.

13 ta-nexrŭž fe-l-xemsa llaɍebb. I'm leaving at a quarter to 5.

'*In the morning*' (am) or '*in the afternoon*' (pm) after an indication of time is expressed by following the time indication by the preposition **d(e)** and the word for 'the afternoon' ($_{89}$ ________ only after ±16.00) or 'the morning' ($_{90}$ ________).

You've also seen an expression in the text for *early afternoon*. What was that?

đ-đhuɍ is 'noon' (12 o'clock), so **beεd đ-đhuɍ** means 'after noon'. This expression can be used after an indication of time as well, but don't precede it with the preposition **d(e)-**, because **beεd** is already a preposition.

Many Moroccans simply differentiate between 'x o'clock in the daytime' (**de-n-nhaɍ**) and 'x o'clock at night' (**de-l-lil**). But between 4 and 10 one may be unsure whether the time is part of the day or the night.

fe-l-εešɍa de-n-nhaɍ

fe-l-weħda de-l-lil

You've seen expressions for a period in hours as well:

14 l-'aŧfal . . . ta-yeqɍaw l-ɛeɍbiya xems swayeɛ wella sett swayeɛ fe-n-nhaɍ. (59)

15 hna ŧ-ŧifl ta-yeqɍa l-ɛeɍbiya ǥir saɛtayn fe-s-simana. (59)

16 ta-nexdem temn swayeɛ fe-n-nhaɍ.

When expressing a period of solid hours you usually use the shortened form of the numeral. But in this lesson's text you also saw **tmenya de-s-swayeɛ**.

To express a period with half hours you use nes̶s̶ (half) after **saɛa/saɛtayn/swayeɛ.**

17 ta-neqɍa l-ingliziya saɛtayn u nes̶s̶ fe-n-nhaɍ.

18 ta-nexdem xems swayeɛ u nes̶s̶ fe-n-nhaɍ.

To express a period with quarters (not 45 minutes!), you place **ɍbeɛ** (a quarter) after **saɛa/saɛtayn/swayeɛ.**

19 l-weld, xes̶s̶-u yemši ɛla režli-h saɛa u ɍbeɛ baš yews̶el l-l-međɍas̶a.

20 r-ržal kanu ta-yetkellmu telt swayeɛ u ɍbeɛ.

To express a period with three-quarters of an hour or 45 minutes, you use **llaɍebb** (minus a quarter) after **saɛa/saɛtayn/swayeɛ.** The amount of hours must then be one higher.

21 ɛend-na saɛa llaɍebb dyal l-makla.

22 l-yum xdemti ǥir sebɛ swayeɛ llaɍebb.

Exercises i, j, k, l, m and n deal with this.

Exercises

Exercise 60.a

Find the answers in column a to h for Questions 1 to 8.

1	waš ma-ɛažba-k-š l-xedma?	a	iyeh, ɛažeb-ni had t-tub, huwa mezyan.
2	a ħmed, kif dayer f-dik le-blas̶a ž-ždida?	b	l-xedma fi-ha waɛra u mwessxa.
3	a xu-ya, waš ɛažb-ek had n-nuɛ de-t-tub?	c	ma-ɛažeb-ni-š xu-ya, xu-ya paŧɍun xayeb.
4	a sidi, kif dayra l-xedma f-had l-fabrika?	d	la, hiya xedma s̶ɛiba.

5	a weld-i, kif dayer nta fe-l-međɍas̶a?	e	ma-ɛažba-ni-š, bǥit neɍžeɛ le-blas̶t-i le-qdima.
6	ɛlaš ma-temši-š l-l-fabrika, ma-ɛažba-k l-xedma?	f	la, ma-ɛažeb-ni-š, ma-neqđeɍ-š nexdem bi-h.
7	kif dayer fe-l-meɛmel dyal xu-k?	g	ma-ɛažba-ni-š l-xedma; ɛažba-ni ɍ-ɍaħa.
8	waš ɛažb-ek had l-mensež dyal đ-đuw?	h	fe-l-međɍas̶a kŭll ši mezyan, le-fɍans̶awiya sahla.

Exercise 60.b

Somebody makes a statement about something. Ask how they like it, how it's going, etc. Use the word in brackets in your question.

Example

given	**ɛend-i muškil mɛa l-xedma.**	**(ma-ɛažeb-. . .-š)**
you	**waš ma-ɛažba-k-š l-xedma?**	
given	**daba xes̶s̶-ni nemši l-l-međɍas̶a.**	**(dayer)**
you	**kif dayra fe-l-međɍas̶a?**	

1	ɛend-i muškil fe-l-međɍas̶a.	(dayer)
2	ma-nefhem-š had l-qađiya.	(s̶ɛiba)
3	đ-đeɍs̶ dyal t-tarix s̶ɛib bezzaf.	(ma-ɛažeb-. . .-š)
4	waš ka-teɛɍef l-paŧɍun dyal-i?	(dayer)
5	ana saken f-waħed l-qeɍya s̶ǥiɍa.	(ma-ɛažeb-. . .-š)
6	hadi ɛešɍ snin w-ana ta-nexdem fe-t-teɛlim.	(dayer)
7	l-malabes dyal dak l-weld mwessxin.	(ma-ɛažeb-. . .-š)
8	l-xedma dyal l-fellaħa xedma mezyana.	(waɛra)

Exercise 60.c

Find the right responses in Columns a to h to the apologies in Columns 1 to 8.

1 smeħ l-i a sidi, ma-xes̶s̶-na-š l-xeddama.

2 smeħ l-i a dris, ma-neqđeɍ-š nži fe-t-tlata.

3 semħi l-i a lalla, ma-neqđeɍ-š neɛŧi-k waħed l-'užɍa mezyana.

4 smeħ l-i a l-muɛellim, ma-neqđeɍ-š nƶuɍ-ek.

5 smeħ l-i, nsit baš nžib l-ek le-ktab dyal-ek.

6 smeħ l-i a sidi, ma-smeɛt-ek-š mezyan.

7 smeħ l-i a weld-i, ma-ɛɍeft-š šnu huwa l-feɍq bin l-ɛeɍbiya u le-fɍanꞩawiya.

8 smeħ l-i a sidi, xu-ya ma-ši fe-đ-đaɍ.

a ma-kayen muškil, baqi kayen l-weqt, žib-u ǥedda.

b ma-kayen bas, bent-ek ta-teqɍa mezyan, ma-xeꞩꞩ-ek-šay[†] tƶuɍ-ni.

c ma-kayen muškil, ǥadi nɛawed ž-žumla.

d mɛa l-'asaf, ǥadi nsewwel f-ši meɛmel 'axŭɍ.

e ma-kayen bas, ǥadi nqul l-ek ašnu huwa l-feɍq.

f ma-kayen bas, aži fe-t-tlata u neꞩꞩ.

g mɛa l-'asaf, ǥadi neɍžeɛ ši meɍɍa x̂ɍa.

h ma-kayen muškil. ɛŧi-ni lli bǥiti.

[†] **ma-. . .-šay** is a more decided variation of **ma-. . .-š**

Exercise 60.d

Somebody apologises to you because they can't or didn't do something. Accept the apology and state that they can do it tomorrow.

Example

given **smeħ l-i, nsit baš nžib l-ek le-ktab.**

you **ma-kayen muškil, ta-yemken l-ek tžibi-h ǥedda, in ša ɫɫah.**

1 semħi l-i, ma-neqđeɍ-š nži mɛa-k.

2 semħi l-i, ma-neqđeɍ-š neꞩɫeħ l-mensež dyal-ek.

3 semħi l-i, ma-neqđeɍ-š nebqa mɛa-k, ma-ɛend-i-š l-weqt.

4 semħi l-i, ma-neqđeɍ-š nɛawen-ek, xeꞩꞩ-ni nemši le-đ-đaɍ.

5 semħi l-i, ma-neqđeɍ-š nakŭl ɛend-ek, ǥadi nakŭl mɛa xu-ya.

6 semħi l-i, ma-neqđeɍ-š nqelleb ɛel l-xedma l-yum, ɛend-i mewɛid mɛa l-muɛellim.

Exercise 60.e

This exercise's dialogues start by stating which day (of the week) it is today, followed by a question asking which day it will be tomorrow or which day it was yesterday, or what today is then. Answer those questions.

Example

given	**l-yum s-sebt**
question	**šnu kan l-bareħ?**
you	**l-bareħ kanet l-žŭmɛa.**[†]
question	**šnu ǥadi ykun ǥedda?**
you	**ǥedda ǥadi ykun l-ħedd.**

1	l-yum l-žŭmɛa.	šnu kan l-bareħ?
	l-yum l-žŭmɛa.	šnu ǥadi ykun ǥedda?
2	l-yum t-tlata.	šnu ǥadi ykun ǥedda?
	l-yum t-tlata.	šnu ǥadi ykun beɛd ǥedda?
3	l-yum t-tnayn.	šnu kan wel l-bareħ?
	l-yum t-tnayn.	šnu kan l-bareħ?
4	l-yum l-ħedd.	šnu ǥadi ykun beɛd ǥedda?
	l-yum l-ħedd.	šnu kan wel l-bareħ?
5	l-yum s-sebt.	šnu ǥadi ykun ǥedda?
	l-yum s-sebt.	šnu ǥadi ykun beɛd ǥedda?
6	l-yum le-xmis.	šnu ǥadi ykun ǥedda?
	l-yum le-xmis.	šnu kan l-bareħ?

[†]Because **žŭmɛa** is feminine, the verb here is **kanet** instead of **kan**. The names of the other days are masculine.

Exercise 60.f

Complete the sentences using the information from the first sentence.

Example

given	*you*
l-yum l-ħedd	
________ s-sebt	**l-bareħ kan s-sebt**
________ t-tnayn	**ɡedda ɡadi ykun t-tnayn**

1 l-yum l-žŭmεa
________ l-'aɼbeε
________ l-ħedd

2 l-yum t-tlata
________ le-tnayn
________ l-ħedd

3 l-yum le-xmis
________ s-sebt
________ l-žŭmεa

4 l-yum s-sebt
________ l-ħedd
________ l-žŭmεa

Exercise 60.g

Answer these questions using the information given in English.

Example

question	**nhaɼ-aš ɡadi tešri télévisyun ždid?**	**(today)**
you	**l-yum ɡadi nešri télévisyun ždid.**	

1 nhaɼ-aš ɡadi tebda hadik l-xedma ž-ždida? (the day after tomorrow)

2 nhaɼ-aš ɡadi tbeddel l-xedma dyal-ek? (Thursday)

3 nhaɼ-aš ɡadi txerrež haduk d-drari men l-qism? (tomorrow)

4 nhaɼ-aš mšiti l-hadak l-meεmel dyal t-tub? (the day before yesterday)

5 nhaɼ-aš nsežti had ẕ-ẕeɼbiya s̶-s̶ɡiɼa? (Tuesday)

6 nhaɼ-aš ws̶elti l-kanada? (yesterday)

Exercise 60.h

Below is the programme of your past week. Use this information to answer the questions.

mšit = I went | **bqit** = I stayed

Monday	**university**
Tuesday	**post office**
Wednesday	**stayed at home**
Thursday	**university**
	market
Friday	**university**
Saturday	**market**
Sunday	**to father and mother**

Example

question **fayn kŭnti nhaɍ le-xmis?**

you **le-xmis mšit l-l-žamiɛa u mšit le-s-suq.**

1 fayn kŭnti nhaɍ l-žŭmɛa?

2 fayn kŭnti nhaɍ s-sebt?

3 fayn kŭnti nhaɍ l-aɍbeɛ?

4 fayn kŭnti nhaɍ t-tnayn?

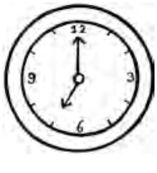
5 fayn kŭnti nhaɍ t-tlata?

6 fayn kŭnti nhaɍ l-ħedd?

Exercise 60.i

Answer the questions by looking at the clocks.

Example



question **šħal hadi fe-s-saɛa?**

answer **hadi s-sebɛa**

1 

2 

3 

4 

5 

6 

7 

8 

Exercise 60.j

Below you can see (in numbers on a 24-hour scale) at what time people usually do something. Make correct sentences using this information. Say after the time whether it's in the morning, afternoon, evening or night (**de-s̶-s̶baħ, beεd đ-đħuɍ, d-le-εšiya, de-l-lil**). For some hours you can simplify this by saying during the day or during the night **(de-n-nhaɍ, de-l-lil).**

Example

given	**13.30**	**I go to school**
you	**fe-l-weħda u nes̶s̶ beεd đ-đħuɍ ta-nemši l-l-međɍas̶a.**	
of	**fe-l-weħda u nes̶s̶ de-n-nhaɍ ta-nemši l-l-međɍas̶a.**	

1	7.15	Mohammed goes to the factory.
2	18.30	My father comes back from his work.
3	15.30	We have a history lesson.
4	12.45	You (pl.) have the afternoon meal.
5	4.00	All people sleep.
6	11.15	The Canadians drink coffee.
7	17.45	I go back home.
8	9.00	The children go to school.

Exercise 60.k

Look at these two-day plans of a Moroccan in the UK and a Moroccan in Morocco. The Moroccan in the UK works in a factory; the Moroccan in Morocco is a farmer.

the field = **l-feddan**

l-megɍibi lli saken fe-l-ingliz

7.00	gets up and gets dressed
7.15	breakfast
7.45	goes to the factory
8.15	arrives at the factory
	works in the factory
12.15	eats the afternoon meal
12.45	works
16.45	goes home
17.15	comes home
19.00	eats the evening meal
	talks to the family
23.00	goes to sleep

l-megɍibi lli saken fe-l-meǥrib

4.30	gets up and gets dressed
4.45	has his breakfast
5.15	leaves for the field (on foot)
5.30	arrives at the field
	works on the field
11.30	goes home
	stays at home, sleeps a bit, drinks tea
15.00	goes back to the field
	works on the field
18.15	goes back home
18.30	comes home
19.00	eats the evening meal
21.30	goes to sleep

Now say what the two Moroccans are doing at these times in the day.

Example

given **7.15**

you **fe-s-sebɛa u ɍbeɛ de-s̵-s̵baħ l-meǥribi lli fe-l-ingliz ta-yefŧeɍ.**

fe-s-sebɛa u ɍbeɛ de-s̵-s̵baħ l-meǥribi lli fe-l-meǥrib ta-yexdem fe-l-feddan.

1 5.30

2 7.00

3 11.30

4 14.00

5 17.15

6 19.00

7 22.00

Exercise 60.l

Somebody asks you how long something took you. Answer the question using the two times given. Then they ask you again: from this time to this time? Answer again, using the amount of time (‘Yes, worked for 3 hours’).

Example

given	**šħal xdemti? (3.00–6.00)**
you	**xdemt men t-tlata le-s-setta.**
question	**men t-tlata le-s-setta?**
answer	**iyeh, xdemt telt swayeɛ.**

1	šħal qellebti?	(12.30–17.00)
2	šħal qɍiti fe-đ-đaɍ?	(7.30–10.00)
3	šħal bqiti fe-l-ħanut?	(3.15–5.15)
4	šħal xdemti fe-s-suq?	(8.00–11.30)
5	šħal tkellemti mɛa l-muɛellim?	(4.00–4.15)
6	šħal xelliti ŧ-ŧažin fuq l-ɛafya?	(5.30–6.30)

Exercise 60.m

Someone asks you where you were today in the morning or the afternoon. Using the information in brackets you can answer this. Then they ask you how long you did that for. Again you can answer that using the information given.

Example

given	**fayn kŭnti fe-ꞩ-ꞩbaħ? (at school, 3½ hours)**
you	**kŭnt fe-l-međɍaꞩa.**

question	**šħal kŭnti fe-l-međŧasa?**
you	**telt swayeɛ u ness.**

1	fayn kŭnti f-le-ɛšiya?	(in the factory, 2¾ hours)
2	fayn kŭnti fe-s-sbaħ?	(at the market, 1¼ hours)
3	fayn kŭnti fe-s-sbaħ?	(at school, 2 hours)
4	fayn kŭnti f-le-ɛšiya?	(with my mother, 1½ hours)
5	fayn kŭnti f-le-ɛšiya?	(in the shop, ¾ hours)
6	fayn kŭnti fe-s-sbaħ?	(in the bedroom, ½ hour)
7	fayn kŭnti f-le-ɛšiya?	(at the university, 3½ hours)
8	fayn kŭnti fe-s-sbaħ?	(in the post office, ¼ hour)

Exercise 60.n

Combine temporal expressions from both columns that are similar in length.

1	hadi sebɛ iyyam	a	men daba ness ɛam
2	men daba sett šhuŧ	b	hadi šehŧayn
3	hadi šheŧ	c	men daba ɛamayn
4	hadi tmenya de-s-simanat	d	men daba žuž de-s-simanat
5	men daba ŧbeɛŧašeŧ yum	e	hadi šheŧ
6	men daba ɛam	f	hadi simana
7	hadi waħed u tlatin yum	g	men daba tnayn u xemsin simana
8	men daba ŧebɛa u ɛešŧin šheŧ	h	hadi ŧebɛa de-s-simanat

Lesson 61

Jobs and old crafts in Morocco

Listen to the text about different jobs in Morocco.

fe-l-meǥrib kŭll waħed ta-yqul: ana bǥit weld-i yegles fe-l-biru yekteb. fe-l-meǥrib ma-zal ta-yđennu n-nežžaɍ ma-qɍa-š mezyan fe-l-međɍas̵a. l-'insan lli qaɍi mezyan huwa lli mweđđaf. le-mweđđaf ta-yeqbeđ l-manđa dyal-u men l-wizaɍa. walakin ħetta daba fe-l-meǥrib n-nežžaɍa ta-yrebħu le-flus bezzaf u l-xeyyaŧa u l-xerraza ila ǥir-u dalik. daba n-nežžaɍ ta-yerbeħ kteɍ men le-mweđđaf ɛla tlata wella ɍebɛa de-l-xeŧɍat. li-'anna daba kŭll ši dak š-ši le-qdim wella ǥali bezzaf. lli muhimm, le-blad, ma-xes̵s̵-ha-š ǥir le-mweđđafin, xes̵s̵-ha ħetta s̵-s̵nayɛiya, xes̵s̵-ha lli ta-yxeyyŧu, xes̵s̵-ha lli ta-ydiru tanežžaɍet, xes̵s̵-ha lli ta-ydiru t-tižara, yeɛni l-biɛ u š-šra. fe-l-meǥrib kaynin ħetta le-ɛyalat lli ta-yxedmu. kayen lli mweđđafa wella muɛellima u kayen lli ɛend-ha s̵-s̵enɛa fe-đ-đaɍ, matalăn ta-txeyyeŧ le-n-nas wella ta-ts̵ewweb ƶ-ƶɍabi. ħetta kayen lli ta-temši texdem fe-đ-đyuɍ, matalăn ši nas la bas ɛli-hŭm, ta-temši texdem ɛend-hŭm kŭll nhaɍ u ta-yeɛŧiw-ha le-flus dyal-ha be-s-simana wella be-š-šheɍ. hadik hiya lli smiyt-ha l-xeddama. matalăn le-mɍa lli mweđđafa, lli ma-ta-yemken-l-ha-š texdem fe-đ-đaɍ xes̵s̵-ha ši waħed baš telqa le-ǥda mewžud fe-ŧ-ŧnaš. la bŭdd men xeddama fe-đ-đaɍ baš tŧeyyeb li-ha u ts̵ebben li-ha le-ħwayež u teǥsel le-mwaɛen. u ħetta ši mɍa lli ɍažel-ha la bas ɛli-h u ɛend-ha d-drari bezzaf, ħetta hiya ta-tžib ši mɍa lli tɛawen-ha waxxa hiya ma-texdem-š.

Vocabulary

biru	office
ma-zal	still
nežžaɍ (√nžɍ)	carpenter
'insan	human
mweđđaf (√wđf)	civil servant

(ta-)yeqbeđ (√qbđ)	he grabs, he receives
manđa	(government) wages
wizaꞧa	ministry
nežžaꞧa (√nžꞧ)	plural of nežžaꞧ
xeyyaŧa (√xyŧ)	tailors
xerraza (√xrz)	cobblers
kteꞧ ɛla tlata de-l-xeŧꞧat	3 times as much
xeŧꞧat	times
wella (√wl$^{a}/_{i}$)	has become
muhimm	important
xeꞩꞩ-ha	she needs
ꞩnayɛiya	artificers
(ta-)yxeyyŧu (√xyŧ)	they sew
tanežžaꞧet (√nžꞧ)	carpentry
tižara	trade
biɛ	sale
šra	buying
mweđđafa (√wđf)	civil servant (female)
muɛellima (√ɛlm)	teacher (female)
ꞩenɛa	craft
(ta-)tꞩewweb (√ꞩwb)	she makes, produces
la bas ɛli-hŭm	well off
xeddama (√xdm)	maid
mewžud (√wžd)	ready
tꞩebben (√ꞩbn)	she washes
mwaɛen	crockery

Explanation

61.a lli as a compound relative pronoun

First look at Lesson 51.a again. In it we introduced the relative clauses. In all relative clauses mentioned in that lesson, a word from the main clause, which is modified by the relative clause, is the subject of the subordinate clause:

1 ka-naklu *s-seksu* lli ldid.

2 kayen *n-nas* lli ħetta ta-yaklu š-šłađa.

The word in the main clause, which is modified by the subordinate clause, and which performs a grammatical function in both the main and the subordinate clauses (resp. **s-seksu, n-nas**), is called the antecedent.

It is possible, however, that the antecedent is not mentioned in the main clause, but is included in the relative pronoun. In that case we speak of a compound relative pronoun, as it includes both the antecedent and the relative. This kind of pronoun also occurs in English. First we'll give two examples with an antecedent (in italics).

This is *the man* (that) I mean.

This is *the house* (that) I will buy.

Then two examples with a compound relative pronoun.

This is *what* I mean.

This is *what* I will buy.

The element 'that' is encased in the relative pronoun 'what'. If you make the antecedent explicit you get 'that what'.

You can use a compound relative pronoun in Moroccan as well.

3 le-blad, xes̶s̶-ha *lli* ta-yxeyyŧu, xes̶s̶-ha *lli* ta-ydiru tanežžaɍet, xes̶s̶-ha *lli* ta-ydiru t-tižara.

4 kayen *lli* mweđđfa u kayen *lli* εend-ha s̶-s̶enεa fe-đ-đaɍ.

5 ħetta kayen *lli* ta-temši texdem fe-đ-đyuɍ.

The start of Sentence 3 can be translated as 'the country needs people who sew'; but **lli** as a compound relative pronoun encloses both the antecedent **n-nas** and the relative pronoun **lli**.

Moroccan has only one form of relative pronoun; it's always **lli**.

In the sentence pairs below you see a compound relative pronoun in the first ones; while in the second ones the antecedent has been made explicit. The antecedent is written in italics.

6 ɍažl-i xes̶s̶-u lli yɛawn-u fe-l-hanut.

6' ɍažl-i xes̶s̶-u *ši waħed* lli yɛawn-u fe-l-hanut.

7 kayen lli ta-temši texdem fe-đ-đyuɍ.

7' kayna *le-mɍa* lli ta-temši texdem fe-đ-đyuɍ.

8 kaynin lli ta-ydiru l-biɛ u š-šra.

8' kaynin *n-nas* lli ta-ydiru l-biɛ u š-šra.

Exercises a and b deal with this.

61.b Past tense of weak verbs

First look at this lesson's text and write down all the forms (present and past tense) which belong to this group of verbs. The verbs you encounter in this lesson are **bǥit, ma-qɍa-š, wella, yeɛni, ta-temši, ta-yeɛŧiw, telqa**. Which of these 7 forms are past tense forms? In previous lessons you have already seen some past tense forms from this group of verbs, among other ones:

9	*nsit* baš neqɍa fe-đ-đaɍ đ-đeɍs̶ dyal t-tarix.	(57)
10	le-xmis *mšit* l-l-žamǐɛa.	(Exercise 60.h)
11	l-'aɍbeɛ *bqit* fe-đ-đaɍ.	(Exercise 60.h)
12	waš ši meɍɍa *kliti* ŧ-ŧažin?	(Exercise 51.k)
13	b̂b̂a *bǥa* yetkellem mɛa-k.	(Exercise 58.g)
14	l-fellaħa *bǥaw* wlad-hŭm yebqaw fe-đ-đaɍ.	(58)

In Lesson 54.b you have seen that the vowel **a** as it is written in the root notation only occurs in the third person (**huwa, hiya, huma**). That is also true for this group of verbs.

In the past tense there is no difference between the types **√qɍ**$^{a}/_{a}$ and **√bǥ**$^{a}/_{i}$. That is shown by the vowel **a** for the past tense in both root notations.

The verb **√akl** is a weak verb in the past tense as well, and is conjugated just like the other two, even though that is not immediately clear from the root notation.

Now you can fill in the complete conjugation in the past tense for some verbs (**√bgᵃ⁄ᵢ** has been shown in Lesson 58.b).

	√bgᵃ/ᵢ	√qɾᵃ/ₐ	√akl
ana	91 ________	________	________
nta/nti	________	________	________
huwa	________	________	________
hiya	________	________	________
ħna	________	________	________
ntuma	________	________	________
huma	________	________	________

Remember: The ending **-et** of the third person feminine singular changes after the vowel a into the ending **-t**. The ending **-u** of the third person plural changes after **a** vowel into **w**.

Exercises c, d and e deal with this.

61.c Jobs

Write down which professionals you have seen in the text at the beginning of this lesson. Compare what you have written down to the list below:

nežžaɾ, mweđđaf, xeyyaŧa (= pl.), xerraza (= pl.), mweđđafa (= f.), muɛellima (= f.), xeddama (= f.).

Now look at the professionals below.

singular	*plural*	*root*	*meaning*
nežžaɾ	nežžaɾa	√nžɾ	92 ________
xeyyaŧ	xeyyaŧa	√xyŧ	93 ________
xerraz	xerraza	√xrz	94 ________

In Lesson 62 you will encounter:

derraz	derraza	√drz	weaver(s)
fexxaɾ	fexxaɾa	√fxɾ	potter(s)
debbag	debbaga	√dbg	tanner(s)

Which pattern of singular and plural forms do you see here?

The singular pattern of the nouns expressing a job is Ⓟ**kettab**. The plural pattern is Ⓟ**kettaba**. You haven't seen this method of forming a regular plural by adding the vowel **a** before.

The nouns expressing the names of the professions themselves (pottery, tanning, etc.) have a separate form. Deduct this form from the word for 'carpentry' in the text.

The pattern you can deduct from **tanežžaŧet** is Ⓟ**takettabet**. You can use this to form professions from the other professionals mentioned above and vice versa.

root	*professional*	*profession*	*meaning*
√xyŧ	xeyyaŧ	taxeyyaŧet	sewing
√xrz	95 ________	taxerrazet	96 ________
√drz	97 ________	________	weaving
√fxŧ	98 ________	________	________
√dbǥ	99 ________	________	________

This way of forming profession names by prefixing **ta-** and suffixing **-t** is one of the elements of Moroccan derived from Berber. These words never get the definite article.

Exercises f, g and h deal with this.

61.d Still/not yet: baqi, ma-zal

Look at the following sentences:

15	fe-l-meǥrib baqi/ma-zal ta-yđennu n-nežžaŧ ma-qŧa-š mezyan.	
16	(ana) baqi/ma-zal ta-nexdem fe-l-wizaŧa.	I still work at the ministry.
17	huwa baqi/ma-zal ka-yexdem mɛa-na.	He still works with us.
18	hiya baqya/ma-zala ka-tṡebben ɛend-na.	She still washes for us.

baqi/ma-zal in these sentences looks like an auxiliary verb and always precedes a verb in the present tense, which has the particle **ka-/ta-** (as the action is still happening). **baqi/ma-zal** is declined like an adjective. It means 'still' and can also be followed by a verb in the negative form. Then it means 'not yet'.

19 ana baqi ma-ka-neɛŧef-š waš ǥa-nemši mɛa-kŭm wella la.

In the following sentences you will see a different use of baqi/ma-zal.

20	baqi/ma-zal ma-klit(-š).	I haven't eaten yet.
21	baqi/ma-zal ma-ɛɍefna(-š) aš ǥadi ndiru.	We don't know what we'll do yet.
22	baqi/ma-zal ma-ža(-š).	He hasn't come yet.

In Sentences 20 to 22 **baqi/ma-zal** sits as an 'auxiliary verb' in front of a negative verb in the past tense. Then it means 'not yet'. So it's not **baqi/ma-zal** which is negated, but the verb that follows it. The second part of the negation **-š** is not compulsory; that's why it's between brackets. **baqi/ma-zal** doesn't need to be declined in this case.

Yet another use of **baqi/ma-zal** can be seen in the sentences below, where it is *not* followed by a verb:

23	mɍat-i baqya fe-l-meǥrib.	My wife is still in Morocco.
24	d-drari dyal-i ma-zalin mɛa-ha fe-l-meǥrib.	My children are still with her in Morocco.
25	l-magana dyal-i ma-zala ɛend-u.	He still has my watch.
26	d-drari baqyin fe-l-međɍas̵a, ma-ta-yxeržu-š ħetta t-tlata u nes̵s̵.	The children are still at school, they don't leave school until half past 3.

If **baqi/ma-zal** is not fulfilling the function of an 'auxiliary verb', that is, if it's not followed by a verb, **baqi/ma-zal** is the predicate. In that case it follows the subject in gender and number.

A fourth way to use **ma-zal** (and to a lesser degree baqi) is in a question after a verb has already been mentioned. Then it means 'not yet'.

27	waš tkellemti mɛa-h wella ma-zala?	Have you ⚥ spoken to him or not yet?
28	waš s̵ewwebti ŧ-ŧumubil dyal-i wella ma-zal?	Have you ⚥ fixed my car or not yet?

When used as an answer to a question, **ma-zal** means 'not yet'.

29	*question*	waš ŧeyybet le-ɛša?	Has she cooked dinner?
	Answer	ma-zala.	Not yet.
30	*question*	waš hđeɍti mɛa xu-k?	Did you speak to your brother?
	Answer	ma-zal(a).	Not yet.

Exercises i, j, k and l deal with this.

Exercises

Exercise 61.a

The sentences in this exercise contain compound relative pronouns. Add a 'real' antecedent to the sentence.

Example

given **ƀƀa, xess-u lli yεawn-u fe-l-ħanut.**

you **ƀƀa, xess-u ši waħed lli yεawn-u fe-l-ħanut.**

Do this exercise just by listening (close your book).

1 lli qaɍi mezyan ǥadi ykun mweđđaf.

2 le-blad, xess-ha lli ta-ydiru tanežžaɍet.

3 fe-l-meǥrib kayna lli εend-ha s-senεa fe-đ-đaɍ.

4 le-mɍa lli la bas εli-ha ta-tžib lli tŧeyyeb li-ha l-makla.

5 f-had z-zenqa kaynin lli ta-yxeyyŧu.

6 lli ta-yeqbeđ le-flus dyal-u men l-wizaɍa huwa lli mweđđaf.

7 lli gales fe-l-biru εend-u xedma sahla.

8 lli ta-yrebħu bezzaf huma s-snayεiya.

Exercise 61.b

Finish the sentences below using a relative clause with a compound relative pronoun. Indications on what to include in the clause are given in English.

Example

given **f-le-mdina le-qdima kayen ________.**

Those who make things.

you **f-le-mdina le-qdima kayen lli ta-ysewwbu l-ħažat.**

1 f-had z-zenqa kayen ________________________
Those who sell and buy things.

2 εend-na fe-đ-đaɍ ________________________
Someone who washes clothes.

3 kŭll qeɍya, xes̵s̵-ha ____________________________
Someone who repairs houses.

4 f-had l-ħeyy saknin ǥir ____________________________
Those who receive their wages from the ministry.

5 f-had l-weqt hada s̵-s̵nayɛiya, huma ___________________
Those who earn a lot of money.

6 ____________________________ smiyt-hŭm n-nežžaɍa.
Those who make furniture.

7 ____________________________ xes̵s̵-ha xeddama fe-đ-đaɍ.
Someone who is a (female) teacher.

8 ___________________ kŭll-hŭm mewžudin f-le-mdina ž-ždida.
Those who trade.

Exercise 61.c

Enter verb forms from the list below into the sentences. There are a few verb forms too many.

a	bqiti	**e**	nsa	**i**	bǥa	**m**	bqit
b	ža	**f**	klina	**j**	žat	**n**	nsit
c	nsiti	**g**	qɍat	**k**	mšiti	**o**	mšit
d	bǥat	**h**	žiti	**l**	ɛŧaw		

1 ħna, beɛđ l-meɍɍat _______________ ŧ-ŧažin.

2 a ɛayša, waš _______________ l-l-međɍas̵a be-l-kaɍ?

3 a ħmed, waš _______________ fe-l-meǥrib setta de s-simanat?

4 l-muɛellim _______________ baš yžib mɛa-h le-ktab dyal-i.

5 x̂t-i ____________ tkun mweđđafa fe-l-wizaɍa, ______ fe-l-žamĭɛa xems snin.

6 l-bareħ ___________________ l-ɛend-na waħed ɍ-ɍažel. _________ smiyt-u, _________ yexdem mɛa-na.

7 hadi telt šhuɍ baš ___________________ l-l-meǥrib. _________ fe-l-meǥrib šehɍayn.

8 ɛlaš ma- ________________ -š l-bareħ, l-muɛellima ma-kayna-š l-yum.

9 ila ________________ baš tžib mɛa-k l-paꞩpuɍ, ma-neqđeɍ-š neɛŧi-k le-flus dyal-ek.

10 l-bareħ ________________ -ni le-flus dyal-i u xerržu-ni.

Exercise 61.d

Make the following sentences past tense and negative. Add a temporal adjunct (given in English).

Example

given	**l-yum ǥadi nakŭl ŧ-ŧažin.**	**(in the past)**
you	**men qbel ma-klit-š ŧ-ŧažin.**	

1 ǥedda ǥadi nemšiw le-đ-đaɍ l-beyđa. (since 2 years)

2 kŭll nhaɍ ta-naklu ši ħaža xfifa. (yesterday)

3 ǥedda ǥadi nemši l-l-meɛmel. (the day before yesterday)

4 beɛd ǥedda ǥadi yžiw l-ɛend-na đyaf. (since 1 week ago)

5 men hna sett šhuɍ w-ana ǥadi neqɍa l-ɛeɍbiya fe-l-žamĭɛa. (3 years ago)

6 had l-ɛam ǥadi nebqa fe-l-meǥrib šehɍayn. (2 years ago)

Exercise 61.e

Answer the questions below, using the hints given in English.

Example

given	**waš ši meɍɍa kliti ŧ-ŧažin?**	**(a few times)**
you	**iyeh, klit ŧ-ŧažin beɛđ l-meɍɍat.**	

1	waš ši meɍɍa šriti žellaba ždida?	(once)
2	waš ši meɍɍa bqiti fe-l-biru fe-l-lil?	(a few times)
3	waš ši meɍɍa mšitu l-l-ħeyy dyal ꞩ-ꞩnayɛiya?	(3 times)

4 waš ši meɍɍa qɍiti ši ktab be-l-εeɍbiya? (a few times)

5 waš ši meɍɍa nsiti baš tǥesli le-mwaεen? (occasionally)

6 waš ši meɍɍa klitu l-makla l-ingliziya? (twice)

7 waš ši meɍɍa žiti mεa-ya le-đ-đaɍ? (occasionally)

8 waš ši meɍɍa šritu ši ħaža men εend n-nežžaɍ? (once)

Exercise 61.f

Finish the sentences below using the Moroccan equivalent of an English word of your choosing (there are a few English words too many).

a things
b crockery
c tables
d people who are well to do
e carpets
f cloth
g the old town
h government
i workers
j children
k clothing
l trade
m houses

Example

given **n-nežžaɍ ta-yꞩewweb ________________.**

you **n-nežžaɍ ta-yꞩewweb ŧ-ŧbali. (tables = c)**

1 l-muεellim ta-yqeɍɍi ________________________.

2 l-mweđđaf ta-yexdem mεa ________________________.

3 l-xeddama ta-tꞩebben εend ________________________.

4 l-xeyyaŧ ta-yxeyyeŧ ________________________.

5 d-derraz ta-yꞩewweb ________________________.

6 l-fexxaɍa ta-yꞩewwbu ________________________.

7 ꞩ-ꞩnayεiya, ta-yxedmu f- ________________________.

8 l-paŧɍun ta-yxeddem ________________________.

9 mul đ-đaɍ ta-yekri ________________________.

10 lli ta-yexdem fe-t-tižara ta-ybiε u ta-yešri ________________________.

Exercise 61.g

Someone tells you that someone else usually does certain work. Respond by saying: 'So he is a . . .?'

Example

given **xu-ya ta-yxeyyeŧ l-malabes.**

you **iden huwa xeyyaŧ?**

1 b̂b̂a ta-yqeɍɍi f-waħed l-međɍaꞩa.

2 xu-ya le-kbir ta-yꞩewweb le-mwaɛen.

3 m̂m̂-i ta-texdem f-wizaɍa t-teɛlim.

4 b̂b̂a ta-yeꞩłeħ ŧ-ŧbali u le-krasa.

5 x̂t-i ta-texdem fe-đ-đaɍ dyal l-paŧɍun dyal-i.

6 b̂b̂a ta-yꞩewweb ƶ-ƶɍabi ž-ždad.

Exercise 61.h

Below is a list of several jobs in Moroccan. At first sight the words might look odd to you, but if you locate all the radicals and compare them to verbs or nouns you have already encountered, you should be able to guess their meaning. First complete lines a to g and then fill in the correct professions in Sentences 1 to 6.

profession		similar to	probably means
a	tabennayet	____________	____________
b	tafeɍɍanet	____________	____________
c	tamwagnit	____________	____________
d	taqehwayžit	qehwa	café owning
e	taxebbazet	____________	____________
f	taƶɍaybiyet	____________	____________
g	taɛeŧŧaɍet	____________	____________

Example

given ________ **ta-ydiru-ha n-nas lli ɛend-hŭm l-qehwa fayn ta-ybiɛu l-qehwa u atay.**

you **t-taqehwayžit, ta-ydiru-ha n-nas lli ɛend-hŭm l-qehwa fayn ta-ybiɛu l-qehwa u atay.**

1 ________________, ta-ydiru-ha n-nas lli ta-yŧeyybu l-xŭbz u ybiɛu-h.

2 ________________, ta-ydiru-ha n-nas lli ta-ys̶elħu le-mwagen.

3 ________________, ta-ydiru-ha n-nas lli ta-yebniw đ-đyuɍ.

4 ________________, ta-ydiru-ha n-nas lli ta-yešriw u ybiɛu l-ɛeŧɍiya.

5 ________________, ta-ydiru-ha n-nas lli ta-ys̶ewwbu ƶ-ƶɍabi.

6 ________________, ta-ydiru-ha n-nas lli ɛend-hŭm l-feɍɍan. fi-h ta-yŧeyybu l-xŭbz dyal nas x̂ɍin.

Exercise 61.i

Answer the questions asked. State in your answer that the person asked about is still in/at . . . An indicator for your answer is given in English.

Example

given **fayn mɍat-ek?** **(still in Morocco)**

you **hiya baqya fe-l-meǥrib.**

1 fayn d-drari? (still at school)

2 fayn b̂b̂a-k? (still in the factory)

3 waš l-muɛellim fe-l-međɍas̶a? (still at home)

4 waš l-xeddama mšat wella ma-zala? (still in the kitchen)

5 fayn mšaw t-talamid? (still in the classroom)

6 waš mħemmed ža wella ma-zal? (still at the university)

Exercise 61.j

Answer the questions using the information given in English.

Example

question	**xu-k, waš ta-yexdem fe-l-wizaɍa daba?**
note	**la, ______________________. (He is still studying at university.)**
you	**la, ma-zal/baqi ta-yeqɍa fe-l-žamĭɛa.**

1 waš b̑b̑a-k ta-yexdem f-dik l-xedma ž-ždida daba?

la, _________________________. (He still works at the cloth workshop.)

2 waš x̂t-ek ɍežɛet l-l-žamĭɛa?

la, _________________________. (She still works at the ministry.)

3 waš dak l-paŧɍun bǥa yxeddm-ek?

la, _________________________. (He doesn't need workers yet.)

4 waš qellebti ɛla xedma x̂ɍa?

la, _________________________. (I haven't had time yet.)

5 waš beddelti l-xedma a xu-ya?

la, _________________________. (I still work at the restaurant.)

6 waš ǥadi teɍžeɛ l-l-meǥrib daba?

la, _________________________. (My children are still learning at school.)

7 waš bǥiti tetzewwež bent-ek le-kbira?

la, _________________________. (She hasn't reached 18 yet.)

8 waš ta-terbeħ mezyan f-dik l-xedma?

la, _________________________. (I haven't got any wages yet.)

Exercise 61.k

You are being asked if someone has done something yet or not. An indication in English tells you if it's happened yet (yes), that the specific person is still working on it (still . . .ing) or that it hasn't happened yet (not yet). Give an answer using those hints.

Example

question	**waš mɍat-ek ŧeyybet l-makla wella ma-zala?**		
given	**yes**	**you**	**iyeh, ŧeyybat l-makla.**
given	**is still . . .ing**	**you**	**hiya ma-zala ta-tŧeyyeb l-makla.**
given	**not yet**	**you**	**la, ma-zala ma-ŧeyybat-š l-makla.**

1	waš žat-ek l-manđa dyal had š-šheɍ wella ma-zala?	(not yet)
2	l-muhimm, waš xeyyeŧti dik ž-žellaba ž-ždida wella baqi?	(not yet)
3	waš welliti muɛellim daba wella ma-zal?	(yes)
4	waš dxelti le-t-tižara wella ma-zal?	(not yet)
5	waš ta-yxeꞩꞩ-ek l-xeddama fe-l-meɛmel wella ma-zal?	(not yet)
6	waš qellebti ɛla xedma x̂ɍa wella baqi?	(am still . . .ing)
7	waš beɛti kŭll ši lli ꞩewwebti wella ma-zal?	(yes)
8	xu-k, waš tɛellem l-ɛeɍbiya l-fuꞩħa wella ma-zal?	(is still . . .ing)

Exercise 61.l

Below is a list of things you meant to do today. The things which have an X in front of them you have done, and the rest you still must do. Use this information to answer the questions.

Don't forget

– post office

X market; buy vegetables

– sewing shop; buy djellaba

X father and mother; visit

X cook dinner

– pick kids up from school

Example

question **waš mšiti l-l-busŧa?**

answer **la, ma-zal(a) ma-mšit-š (l-l-busŧa).**

1 waš šriti l-xŭđɍa?

2 waš mšiti l-ɛend l-xeyyaŧ?

3 waš mšiti l-ɛend walidi-k?

4 waš žebti d-drari men l-međɍaꞩa?

5 waš ŧeyyebti l-makla?

6 waš šriti žellaba ždida?

Lesson 62

Fez is the city of the old crafts

Listen to the text on old crafts in Fez.

f-fas kayen bezzaf dyal l-masa'ǐl dyal l-xedma. kayen fayn ta-yꞩewwbu ŧ-ŧɍabeš kayen fayn ta-yꞩewwbu ŧ-ŧnažeɍ dyal n-nħas. kaynin l-xerraza u l-xeyyaŧa ila ǥir-u dalik. kŭll ši had n-nas ɛend-hŭm waħed l-ħanut ꞩǥiɍ fayn ta-yxedmu. ta-yꞩewwbu l-ħažat ž-ždad u ta-ybiɛu-hŭm. matalăn l-xerraz, ta-yꞩewweb belǥa ždida u ta-ybiɛ-ha, u ta-yemken l-u yži l-ɛend-u ši waħed u yeɛŧi l-u belǥa balya u huwa yeꞩłeħ-ha. ta-yeꞩłeħ ꞩ-ꞩbabeŧ u le-blaǥi u ta-yꞩewweb ž-ždid. kaynin l-xeyyaŧa. kayen lli ta-yxeyyeŧ ž-žlaleb. ɛend-u t-tub, ta-yxeyyeŧ u ta-ybiɛ ž-ždid u ta-yemken le-n-nas yžibu t-tub dyal-hŭm u huwa yxeyyŧ-u l-hŭm, ɛawed b-le-flus. l-xeyyaŧ ma-ši bħal l-xerraz, ila kanet ɛend-ek žellaba balya wella ši ħaža balya, ma-ta-yemken-l-ek-š teddi-ha l-u. l-xeyyaŧ ta-yeqđeɍ ykun fe-l-ħanut ydir ž-žlaleb wella ta-yeqđeɍ ykun ɛend-u l-meɛmel. ila la bas ɛli-h ta-yemken l-u ydir l-meɛmel u ydir l-xeddama ɛla yeddi-h. u ila ma-ɛend-u-š ta-yexdem b-weħd-u fe-l-ħanut dyal-u. l-'aktăɍiya dyal ꞩ-ꞩnayɛiya, matalăn d-derraza wella n-nežžaɍa wella l-xeyyaŧa, ɛend-hŭm le-wlad ꞩ-ꞩǥaɍ lli ta-yɛawnu-hŭm. ši weld ꞩǥiɍ, ta-ykun matalăn b̂b̂a-h miyyet u ɛend-u xut-u u m̂m̂-u ma-teqđeɍ-š tqeɍɍi-hŭm kŭll-hŭm u tešri l-hŭm le-ktub u l-malabes. dik s-saɛa ta-tdexxl-u yetɛellem ꞩ-ꞩenɛa baš yemken l-u yɛawen-ha. ma-ta-yeɛŧiw-eh-š le-flus bezzaf, yemken xemsa de-d-drahem fe-l-'usbuɛ, ħit l-weld ta-ykun baqi ꞩǥiɍ, ma-ta-yeɛɍef ydir walu, ǥir ta-yɛawen le-mɛellem, yžib l-u kas d-atay, wella, ila mša le-mɛellem l-đaɍ-u, ta-yebqa fe-l-hanut yeħđi-h. 'amma ꞩ-ꞩenɛat le-x̂ɍin lli kaynin f-fas, kaynin l-fexxaɍa lli ta-ydiru le-mwaɛen de-l-fexxaɍ, kaynin d-debbaǥa, ta-yxedmu f-đaɍ d-dbeǥ, fayn ta-ydebǥu ž-žlud. u ila mšiti l-fas, la bŭdd temši tƶuɍ had đaɍ d-dbeǥ.

Vocabulary

ŧɍabeš	pl. of **ŧeɍbuš** = fez (hat)
ŧnažeɍ	pl. of **ŧenžɍa**

nħas	copper
ħažat	pl. of ħaža
belǥa	leather slipper
balya	old, worn out
yeꞩłeħ (√ꞩłħ)	he repairs
ꞩbabeŧ	shoes (sing. ꞩebbaŧ = one pair of shoes)
blaǥi	pl. of belǥa
ɛawed	1. again; 2. also
teddi (√dd$^{a}/_{i}$)	you bring along
derraz (√drz)	weaver
ɛla yedd	in his service
b-weħd-u	alone
'aktăɍiya	majority
derraza (√drz)	pl. of derraz
miyyet	dead
xut-u	his siblings
dik s-saɛa	(on) that moment
ta-tdexxel (√dxl)	she makes enter
'usbuɛ	week
mɛellem (√ɛlm)	master, patron
yeħđi (√ħđ$^{a}/_{i}$)	he guards
fexxaɍa (√fxɍ)	potters
fexxaɍ	pottery
debbaǥa (√dbǥ)	the tanners
dbeǥ	tanning
ta-ydebǥu (√dbǥ)	they tan
žlud	hides
beyyeđ (√byđ)	whiten

s̵eg̵g̵er̵ (√s̵g̵r̵)	make small(er)
fehhem (√fhm)	make understand/explain
xewwef (x^{a}/$_{a}$f)	frighten
g̵sil	washing
šr̵ib	drinking
tes̵bin	washing

Explanation

62.a Overview of different types of verbs

In the previous lessons we have discussed the conjugations of the past and present tense of different types of verbs. Here we will give a schematic overview of all these types.

i present tense

3 consonant radicals	*Idem, short ŭ in present tense*
(Lesson 45.c)	**(Lesson 49.a)**
√ktb	**√skn**
ka-nekteb	ka-neskŭn
tekteb	teskŭn
tketbi	tsekni
yekteb	yeskŭn
tekteb	teskŭn
nketbu	nseknu
tketbu	tseknu
yketbu	yseknu

Hollow verbs

√š^{a}/$_{u}$f	**√d^{a}/$_{i}$r**	**√x^{a}/$_{a}$f**
(Lesson 15)	**(Lesson 53.a)**	**(Lesson 58)**
ka-nšuf	ka-ndir	ka-nxaf
tšuf	tdir	txaf

tšufi	tdiri	txafi
yšuf	ydir	yxaf
tšuf	tdir	txaf
nšufu	ndiru	nxafu
tšufu	tdiru	txafu
yšufu	ydiru	yxafu

Weak verbs

√bǥ^{a}/$_{i}$ (Lesson 48.a)	**√qɍ^{a}/$_{a}$ (Lesson 54.a)**
ka-nebǥi	ka-neqɍa
tebǥi	teqɍa
tebǥi	teqɍay
yebǥi	yeqɍa
tebǥi	teqɍa
nebǥiw	neqɍaw
tebǥiw	teqɍaw
yebǥiw	yeqɍaw

Identical second and third radicals (R2 = R3)

√đnn (Lesson 55.c)
ka-nđenn
tđenn
tđenni
yđenn
tđenn
nđennu
tđennu
yđennu

Irregular verbs

√akl	**√axd**
(Lesson 47.a)	**(Lesson 52.a)**
ka-nakŭl	ka-naxŭd
takŭl	taxŭd
tak̂li	taxdi
yakŭl	yaxŭd
takŭl	taxŭd
naklu	naxdu
taklu	taxdu
yaklu	yaxdu

ii past tense

Most types have been shown before, some not explicitly.

3 consonant radicals **(Lesson 57.a)**

√ktb

ktebt

ktebti

ktebti

kteb

ketbet/-at

ktebna

ktebtu/-tiw

ketbu

Hollow verbs

√š^a/$_u$f	**√d^a/$_i$r**	**√x^a/$_a$f**	**√q^a/$_u$**
l (Lesson 55)			
šeft	dert	xeft	qŭlt / qelt
šefti	derti	xefti	qŭlti / qelti
šefti	derti	xefti	qŭlti / qelti

šaf	dar	xaf	qal
šafet	daret	xafet	qalet
šefna	derna	xefna	qŭlna / qelna
šeftiw/-tu	dertiw/-tu	xeftiw/-tu	qŭltiw / qeltiw /-tu
šafu	daru	xafu	qalu

Weak verbs

√bǥ^{a}/$_{i}$ (Lesson 61.b)	**√qɍ^{a}/$_{a}$ (Lesson 61.b)**
bǥit	qɍit
bǥiti	qɍiti
bǥiti	qɍiti
bǥa	qɍa
bǥat	qɍat
bǥina	qɍina
bǥitiw/-tu	qɍitiw/-tu
bǥaw	qɍaw

Identical second and third radicals

√đnn

đennit

đenniti

đenniti

đenn

đennet/-at

đennina

đennitiw/-tu

đennu

Irregular verbs

√akl	**√axd**
klit	xdit

kliti	xditi
kliti	xditi
kla	xda
klat	xdat
klina	xdina
klitiw/-tu	xditiw/-tu
klaw	xdaw

Exercises a and b deal with this.

62.b Form II of the verb

All verbs we have seen thus far (see the overview in Paragraph a) are Form I verbs. This is the simplest form: all radicals occur once. The hollow and weak verbs have a radical hidden in the vowel **a**, **i** or **u**.

Many roots can combine with several patterns to produce different verb forms. Moroccan has the forms I, t-I, II, t-II. III, t-III, VII, VIII, IX and X. The 4 forms mentioned first, I, t-I, II and t-II are most frequent. In this paragraph we'll discuss Form II.†
The other forms will be discussed in Lesson 64.

†You have seen several examples of a t-II form as well: **tkellem**, **tɛellem**. An example of a t-I form would be: **ttekteb** = to be written. All t-I forms are passive in meaning.

In Form II you see the duplication of the second radical, in all persons in the past and present tense. Form II has the pattern Ⓟ**ketteb**. Find all Form II verbs in this lesson's text.

The verbs in question are: **ta-ys̵ewwbu, ta-ys̵ewweb, ta-yxeyyet̵, ta-yqer̵r̵i-hŭm, ta-tdexxl-u**. All 5 are in the 100 ____________ tense. Do you notice anything odd compared to Form I? You don't see anything unexpected in **ta-ys̵ewwbu, ta-ys̵ewweb, ta-yxeyyet̵, ta-tdexxel**. The personal prefix (n-, t-, y-) is put before the first radical and the gender- or number-ending (-i, -u) after the third radical. Then all you need to add are some unstable vowels following the well-known writing rules.

We'll discuss the verb **ta-tqer̵r̵i** further on.

The full conjugation of the present tense of **ta-ys̵ewweb** is:

(ana) (ta-)ns̵ewweb	(ħna) (ta-)ns̵ewwbu
(nta) ts̵ewweb	(ntuma) ts̵ewwbu

(nti) ts̵ewwbi (huma) ys̵ewwbu

(huwa) ys̵ewweb

(hiya) ts̵ewweb

There's nothing unexpected about the conjugation of Form II verbs in the past tense either.

(ana) ħes̵s̵elt	(ħna) ħes̵s̵elna
(nta/nti) ħes̵s̵elti	(ntuma) ħes̵s̵eltu/-tiw
(huwa) ħes̵s̵el	(huma) ħes̵s̵lu
(hiya) ħes̵s̵let/ħes̵s̵lat	

The verb form **ta-tqeɍɍi** is from a weak Form II verb. All weak Form II verbs are conjugated in the present and past tense like **mš**$^{a}/_{i}$, so ending in the present tense in the vowel **i** or **iw** for the plural, and in the past tense in **i** for all first and second persons, and in **a** for all third persons.

So the complete conjugation for present and past tense is:

present tense		***past tense***		
(ana) (ta-)nqeɍɍi	(ħna) nqeɍɍiw	(ana) qeɍɍit	(ħna)	qeɍɍina
(nta) tqeɍɍi	(ntuma) tqeɍɍiw	(nta) qeɍɍiti	(ntuma)	qeɍɍitiw/-tu
(nti) tqeɍɍi	(huma) yqeɍɍiw	(nti) qeɍɍiti	(huma)	qeɍɍaw
(huwa) yqeɍɍi		(huwa)	qeɍɍa	
(hiya) tqeɍɍi		(hiya)	qeɍɍat	

There are no Form II hollow verbs, because the reduplication of the second radical makes these into 'normal' verbs. Both **xeyyeŧ** and **s̵ewweb** are actually derived from hollow roots, but this has no consequences in Form II.

Now let's discuss the meaning of Form II verbs. Look at the Form I and Form II verbs below and their respective meanings:

dxel (I)	enter
dexxel (II)	*make* enter, put in
xrež (I)	exit
xerrež (II)	*make* exit, remove

xdem (I)	work
xeddem (II)	*make* work, put to work
qɍa (I)	learn
qeɍɍa (II)	*make* learn, teach

All 4 meanings of these Form II verbs have a causative element; that is, causing an action to be performed by someone or something else. That someone or something else then follows the verb as an object. These verbs usually take an object (and are therefore transitive verbs).

You can more or less freely deduct Form II verbs from Form I verbs:

fhem	fehhem	make understand
xaf	xewwef	frighten

Another function of the Form II verbs is forming verbs from nouns and adjectives:

xiŧ	thread	xeyyeŧ	sew
ꞩabun	soap	ꞩebben	wash, clean
byeđ		beyyeđ	whiten
ꞩǥiɍ		ꞩeǥǥeɍ	make small

Exercises c, d, e and f deal with this.

62.c fayn as a relative pronoun

Look at the sentences below that you have seen before:

1 ɛend-hŭm waħed l-ħanut ꞩǥiɍ *fayn* ta-yxedmu.

2 ta-yxedmu f-đaɍ d-dbeǥ, *fayn* ta-ydebǥu ž-žlud.

3 ma-ɛend-hŭm-š l-qism *fayn* yqeɍɍiw l-'aŧfal. *(59)*

4 n-nas le-k̂baɍ ta-yetɛellmu l-ingliziya fe-l-fabrikat *fayn* ta-yxedmu. (55)

5 kayen *fayn* ta-yꞩewwbu ŧ-ŧnažeɍ dyal n-nħas.

In all these sentences **fayn** acts as a relative pronoun introducing a subordinate clause. Look again at the creation of relative clauses using the relative pronoun **lli** as explained in Lesson 51.a. A similar combination mechanism is at work here.

Sentence 1 was formed by combining:

1a ɛend-hŭm waħed l-ħanut ꞩǥiɍ.

1b ta-yxedmu f-waħed l-ħanut ꞩǥiɍ.

Sentence 3 was formed by combining:

3a ma-ɛend-hŭm-š *l-qism*.

3b yqeɍɍiw l-'aŧfal fe-*l-qism*.

This way of constructing a relative clause is similar to the English with the relative pronoun where (**ayn** = where, **f** = in).

When combining a and b to a main clause + subordinate clause you omit the common element of the a- and b-sentences (the antecedent) from the subordinate clause and instead put **-ayn**; the thus constructed **f-ayn**† must be at the beginning of the subordinate clause.

†**f-ayn** can also be written **fayn**.

Sentence 5 is a bit different from Sentences 1 to 4: how? In Sentences 1 to 4 the antecedent is mentioned explicitly in the main clause. Can we say the same of Sentence 5? In Sentence 5 **fayn** is used as a compound relative pronoun (see also Lesson 61.a). You could make the antecedent explicit using **blaꞩa**:

5' kayna waħed le-blaꞩa fayn ta-yꞩewwbu ŧ-ŧnažeɍ dyal n-nħas.

If the relative clause with fayn also has an explicit subject, it's put after the verb.

6 hada huwa l-ħeyy fayn ta-yxedmu d-debbaǥa.

Exercises g and h deal with this.

62.d Nouns derived from verbs (verbal nouns)

From verbs of different forms you can derive nouns meaning 'performing the action expressed by the verb'. Of course this derivation follows certain patterns.

From Form I you can derive verbal nouns following, amongst other ones, the pattern Ⓟ**ktib**.

verb	*root*	*verbal noun*	*meaning*
ǥsel	√ǥsl	ǥsil	washing
šɍeb	√šɍb	šɍib	drinking

or following the pattern Ⓟketb

đɍeb	√đɍb	đeɍb	beating
fɍeq	√fɍq	feɍq	parting, difference

Using the pattern Ⓟ**ketba** you can derive a verbal noun expressing a single action from Form I:

xdem	xdm	xedma	work
hđeɍ	√hđɍ	heđɍa	talking

From Form II you can derive verbal nouns following the pattern Ⓟ**tektib**.

ɛellem	√ɛlm	teɛlim	teaching
ȿebben	√ȿbn	teȿbin	washing

There are countless other patterns than the ones we have just mentioned. Some verbal nouns we have already encountered that have been derived following other patterns are:

fikɍa	**v.** fekkeɍ
ħšuma	**v.** ħšem
sukna	**v.** sken

62.e The suffix for 'him' again

Look at the different forms of the suffix in the sentences below:

7 dik s-saɛa ta-tdexxl-*u* yeteɛllem ȿ-ȿenɛa.

8 ila la bas ɛli-*h*.

9 ma-ta-yeɛŧiw-*eh* le-flus bezzaf.

10 le-ktab dyal-i, ma-tensay-*eh*-š a x̂t-i.

You see that (next to **-u** and **-h**) there is a third variant **-eh** that occurs after a **w** or a **y**.

Exercises

Exercise 62.a

Complete the paradigms below.
present tense

	√hđɍ	√dxl	√ƶ^{a}/$_{u}$ɍ	√ž^{a}/$_{i}$b	√qɍ^{a}/$_{a}$	√šr^{a}/$_{i}$	√šdd
ana							
huwa							
ntuma							

past tense

	√s̶łħ	√skn	√d^{a}/$_{u}$z	√d^{a}/$_{i}$r	√bq^{a}/$_{a}$	√ħđ^{a}/$_{i}$	√kbb
nti							
hiya							
huma							

Exercise 62.b

Put the present tense sentences in the past tense and vice versa.

Example

given **a xadiža, waš ka-tšufi dak l-meŧɛem?**

you **a xadiža, waš šefti dak l-meŧɛem?**

1 l-'ažanib ma-ta-ys̶elħu-š đ-đyuɍ dyal-hŭm.

2 waš dditi duk le-blaǥi l-balyin l-ɛend l-xerraz a weld-i?

3 waš ka-teħđi l-ħanut dyal le-mɛellem?

4 l-xerraz baɛ le-blaǥi u s̶-s̶babeŧ kŭll-hŭm.

5 l-xeddama ta-temši l-ɛend l-xerraz baš yes̶leħ-l-na le-blaǥi.

6 kŭll nħaɍ dezt ɛel z-zenqa dyal l-fexxaɍa.

7 mul l-qehwa ta-ykŭbb atay n-nhaɍ kŭll-u.

8 waš qbeđti le-flus dyal-ek be-s-simana?

Exercise 62.c

Complete the sentences using the verb forms below. There are a few verb forms too many.

a	beddlat	e	ꞩewwebt	i	ka-tꞩebben	m	ka-yxeddem
b	ydexxel	f	ta-yꞩewweb	j	ta-nꞩewweb	n	ħeꞩꞩlat
c	ꞩebbnat	g	qellebti	k	ta-yqeɍɍi	o	ka-nqelleb
d	tzewwež	h	zewwež	l	ka-txeyyeŧ		

1 l-bareħ ________ žuž de-ŧ-ŧbali u kŭrsi waħed.

2 dak ɍ-ɍažel bǥa ________ weld-u le-ꞩ-ꞩenɛa, walakin l-weld ta-yetɛellem mezyan fe-l-međɍaꞩa.

3 le-mɍa lli kanet ______ ɛend-na ______ l-xedma dyal-ha, daba ______.

4 l-muɛellim lli ________ l-ingliziya bǥa yƶuɍ-na fe-l-meǥrib.

5 b̂b̂a ________ x̂t-i le-kbira, hadi šheɍ baš tzewwžat.

6 l-fexxaɍ ________ xemsa de-l-xeddama ɛla yeddi-h.

7 hadi telt šhuɍ w-ana ________ ɛla xedma x̂ɍa, ma-zal ma-lqit walu.

8 hadi ɛešɍin sana baš ________ blad-na ɛel l-istiqlal.

Exercise 62.d

Make the people doing things in the sentences below into the object of a new sentence (someone else makes them perform the action). Use a Form II verb of the same root. The subject of the new sentence is given between brackets.

Example

given	**b̂b̂a xrež men l-fabrika.**	**(l-paŧɍun)**
you	**l-paŧɍun xerrež b̂b̂a men l-fabrika.**	

1	d-drari ta-yfehmu đ-đeɍꞩ.	(l-muɛellim)
2	le-ħwala xafu men l-kelb.	(l-kelb)

3	xu-ya ta-yexdem f-waħed l-ħanut.	(mul l-ħanut)
4	ta-neqɍa l-ɛeɍbiya fe-đ-đaɍ.	(b̂b̂a)
5	l-bareħ xrežti men l-qism.	(l-muɛellim)
6	hadi ɛam baš dxelt le-s̵-s̵enɛa dyal taxerrazet.	(m̂m̂-i)

Exercise 62.e

Complete the sentence halves 1 to 8 with sentence halves a to h. Make sure they fit logically.

1	ħmed, ma-ɛažba-h-š l-xedma dyal-u	a	l-ħukuma bǥat ts̵eǥǥɍ-u.
2	b̂b̂a dris mat	b	walakin l-muɛellim ta-yfehhem-na đ-đeɍs̵ mezyan.
3	l-feɍq ma-bin n-nas kbir	c	m̂m̂-u dexxlat-u yetɛellem s̵enɛa.
4	đ-đaɍ dyal-na mwessxa bezzaf	d	walakin ǥadi ŧhes̵s̵el ɛel l-istiqlal.
5	l-luǥa l-ɛeɍbiya s̵ɛiba bezzaf	e	daba ta-yqelleb ɛla xedma x̂ɍa.
6	l-malabes dyal d-drari dima mwessxin	f	ta-yxaf l-bulis bǥa yxerrž-u men kanada.
7	dik le-blad, steɛmɍu-ha le-fɍans̵awiyin	g	b̂b̂a ǥadi ybeyyeđ-ha.
8	dak ɍ-ɍažel, ma-ɛend-u-š l-pas̵puɍ	h	xes̵s̵-ni ns̵ebben-hŭm kŭll simana.

Exercise 62.f

In the sentences below, fill in the Form II forms. Behind the sentence, between brackets, is the root you have to derive the Form II verb from. Those roots probably look familiar to you, so you shouldn't have trouble guessing the meaning of the Form II verb. Translate the sentences you made.

Example

given	**l-muɛellim ________________ l-'aŧfal.**	**(√wqf)**
you	**l-muɛellim ta-yweqqef l-'aŧfal.**	
translation	The teacher makes the children rise.	

1	fe-l-meǥrib, le-ɛyalat ________ l-makla.	(√wžd)
2	ǥadi nes̵leħ ŧ-ŧumubil u men beɛd ǥadi ________-ek l-đaɍ-ek.	(√ws̵l)

3 l-ħukuma ________ ꞡir n-nas lli qɍaw fe-l-žamiɛa. (√wđf)

4 dak ɍ-ɍažel bꞡa ________ ɛa'ilt-u l-l-meꞡrib, fe-l-ingliz kŭll ši ꞡali bezzaf. (√ɍžɛ)

5 skŭt nta, ________ -ni b-dik l-kelma lli qŭlti! (√ꞡlŧ)

6 l-muɛellim ________ -na dak đ-đeɍꞩ fe-l-kŭnnaš. (√ktb)

Exercise 62.g

From the pairs of short sentences below, make main clauses with a subordinate clause starting with fayn.

Example

given **hadi l-fabrika / ƀƀa ta-yexdem f-dik l-fabrika.**

you **hadi l-fabrika fayn ta-yexdem ƀƀa.**

1 hada l-ħeyy / ta-yꞩelħu ŧ-ŧnažeɍ dyal n-nħas f-dak l-ħeyy.

2 hada l-maryu / xelliti ꞩ-ꞩbabeŧ f-dak l-maryu.

3 hada l-ħanut ꞩ-ꞩꞡiɍ / l-xerraz ta-yexdem b-weħd-u f-dak l-ħanut.

4 hadi hiya đ-đaɍ / ta-ydebꞡu ž-žlud f-dik đ-đaɍ.

5 hadi z-zenqa / ta-yꞩewwbu le-mwaɛen de-l-fexxaɍ f-dik z-zenqa.

6 fas hiya le-mdina / ta-yꞩewwbu ŧ-ŧerbuš f-dik le-mdina.

7 le-mdina le-qdima hiya le-blaꞩa / ta-yꞩewwbu l-ħažat f-dik l-blaꞩa.

8 le-mdina ž-ždida hiya le-blaꞩa / n-nas dyal t-tižara saknin f-dik le-blaꞩa.

Exercise 62.h

Make sentences containing a relative clause starting with fayn. You will be given information for the main clause in English. The information for the relative clause and the antecedent you should derive from the sentences given in Moroccan.

Example

given **I will visit . . .**

le-mdina, fi-ha ta-yꞩewwbu ƶɍabi mezyanin.

you **ꞡadi nƶuɍ le-mdina fayn ta-yꞩewwbu ƶɍabi mezyanin.**

1 Yesterday I passed . . .
đ-đaɍ, fi-ha xeddamin d-debbaǥa.

2 I've heard this is the . . .
l-ħeyy, fi-h saknin l-'aktăriya dyal d-derraza.

3 I send my children to . . .
l-međɍasa, fi-ha qaɍyin d-drari dyal n-nas lli la bas ɛli-hŭm.

4 I think that . . .
fas hiya le-mdina, fi-ha kaynin s-senɛat kŭll-hŭm.

5 My father works in . . .
l-meɛmel, fi-h ta-yneszu t-tub.

6 I want to live in . . .
l-ħeyy, fi-h saknin n-nas lli la bas ɛli-hŭm.

Illness, health and healthcare

Lesson 63

Doctor, my stomach hurts

Listen to the following 3 dialogues of people visiting the doctor.

Dialogue A

patient ꞩbaħ l-xiɍ a s-si ŧ-ŧbib.

doctor ꞩbaħ l-xiɍ, šnu ɛend-ek a sidi?

patient ta-yđeɍɍ-ni kŭll-ši lli f-kerš-i a s-si ŧ-ŧbib, kŭll lila ta-tewžeɛ-ni kerš-i.

doctor fuq-aš ta-tđeɍɍ-ek kerš-ek, waš qbel l-makla wella men beɛd?

patient men beɛd l-makla a s-si ŧ-ŧbib, ana xayef la-tkun ɛend-i ši-ħaža xaŧiɍa.

doctor waš l-meɛda ta-tđeɍɍ-ek wella le-mꞩaɍen?

patient ana ma-myeqqen-š waš l-meɛda wella le-mꞩaɍen.

doctor fayn dak le-wžeɛ lli ta-tħess bi-h, waš l-teħt wella l-fuq f-kerš-ek?

patient l-teħt a s-si ŧ-ŧbib.

doctor šnu ta-takŭl a sidi, waš ta-takŭl l-makla lli fi-ha l-idam wella l-ɛeŧɍiya bezzaf?

patient dima ta-nakŭl l-makla l-meǥribiya, ta-teɛɍef šnu fi-ha.

doctor xeꞩꞩ-ek teɛɍef belli z-zit wella l-idam bezzaf hiya xaŧiɍa ɛel ꞩ-ꞩiħħa dyal l-insan, xeꞩꞩ-ek ma-tketteɍ-š men-hŭm.

patient nɛam a s-si ŧ-ŧbib.

doctor waxxa, temši le-đ-đar u tneqqeꞩ men l-idam. ržeɛ l-ɛend-i beɛd šheɍ baš tqul l-i kifaš welliti.

patient waš ma-tekteb-l-i-š ši dwa?

doctor la, ma-kayen ɛlaš tešɍeb ši dwa; le-mꞩaɍen dyal-ek xeꞩꞩ-hŭm ɍ-ɍaħa. ma-ta-nđenn-š belli xeꞩꞩ-ek ši dwa, ma-kayen ħetta ši xaŧaɍ.

patient waxxa, nta lli ta-teɛɍef a s-si ŧ-ŧbib, ma-ǥadi-š neɛɍef ħsen menn-ek, be-s-slama.

Dialogue B

patient s-salamu ɛli-kŭm, a s-si ŧ-ŧbib.

doctor wa-ɛli-kŭm s-salam, a sidi; ašnu hiya l-mađeɍɍa lli ɛend-ek a sidi?

patient đ-đheɍ dyal-i ta-yđeɍɍ-ni bezzaf.

doctor fuq-aš ta-yđeɍɍ-ek đehɍ-ek? waš ila kŭnti naɛes?

patient đehɍ-i ta-yđeɍɍ-ni, ma-ši melli ta-nenɛes, walakin melli ta-nhezz ši-ħaža.

doctor waxxa ǥadi nqellb-ek. fe-l-lewwel ǥadi nqellb-ek be-ɍ-ɍađyu. ħeyyed ħwayž-ek u wqef temma muɍa dak ɍ-ɍađyu.

patient šŭkrăn a s-si ŧ-ŧbib, ana xayef la-tkun ɛend-i ši-ħaža ꞩɛiba f-đehɍ-i.

doctor ma-txaf-š. ana myeqqen belli had l-mađeɍɍa ma-ši ꞩɛiba. l-insan lli ɛend-u ši ħaža ꞩɛiba f-đehɍ-u ma-ta-yeqđeɍ-š yewqef u yemši ɛla režli-h.

(ɍ-ɍažel ta-yewqef muɍa ɍ-ɍađyu u ŧ-ŧbib ta-yšuf)

patient ašnu lqiti?

doctor ma-ɛɍeft-š, ma-zal ta-nqellb-ek. fayn ta-tħess le-blaꞩa lli fi-ha le-ħɍiq, xeꞩꞩ-ek tqul-ha l-i. waš l-teħt wella fe-l-weꞩŧ wella l-fuq?

patient l-teħt, a s-si ŧ-ŧbib.

doctor iyeh, daba šeft. ma-txaf-š! ana šeft belli đehɍ-ek ma-ɛend-ek fi-h ħetta ħaža ꞩɛiba. ǥir xeꞩꞩ-ek ɍ-ɍaħa šwiya. xeꞩꞩ-ek tenɛes žuž de-s-simanat wella tlata. kŭll-hŭm tebqa naɛes f-le-fraš u ma-tnuđ-š u men beɛd ǥadi twelli la-bas.

patient l-ħemdu li-llah melli ma-kayen ħetta ħaža ꞩɛiba. waš ǥadi nenɛes n-nhaɍ kŭll-u?

doctor waxxa ma-tenɛes-š, bqa mettekki f-le-fraš. men daba žuž de-s-simanat ɍžeɛ ɛend-i baš nšuf kifaš welliti.

patient šŭkrăn, a s-si ŧ-ŧbib.

Dialogue C

patient s̶baħ l-xiɍ a s-si ŧ-ŧbib.

doctor s̶baħ l-xiɍ, a lalla. škun lli mɍiđ, nti wella s̶-s̶abi?

patient weld-i lli mɍiđ a s-si ŧ-ŧbib, fi-h s-sxana u ma-ta-yakŭl-š; hadi telt iyyam u ma-kla, n-nhaɍ kŭll-u ɍa-h ta-yebki. ana mqellqa ɛli-h.

doctor šħal f-ɛemɍ-u?

patient ɛend-u tesɛ šhuɍ daba, meskin. ana xayfa la-ykun ɛend-u bu ħemɍun.

doctor diri-h fuq ŧ-ŧebla ħeyydi l-u ħwayž-u baš nqellb-u.

patient šnu lqiti?

doctor s̶ebɍi šwiya. u quli l-i waš ta-ykŭħħ bezzaf?

patient la, ma-ši bezzaf. ta-yebki walakin ma-ta-ykŭħħ-š bezzaf.

doctor ma-kayen ɛlaš tkuni xayfa. ta-nđenn fi-h ǥir ɍ-ɍwaħ. ǥadi nekteb l-u d-dwa lli ǥadi yebɍa bi-h, u lli yemken l-ek tešri-h men l-feɍmas̶yan. s̶-s̶abi xes̶s̶-u yešɍeb tlata de-l-kinat fe-n-nhaɍ. men daba simana u xes̶s̶-ek tɍežɛi baš nšufu waš ɛawn-u d-dwa. ta-nŧelbu łłah ywelli la-bas.

patient waš myeqqen belli fi-h ǥir ɍ-ɍwaħ?

doctor ana ma-myeqqen-š walakin ka-yeđheɍ li-ya belli fi-h ɍ-ɍwaħ u s̶afi.

Vocabulary

ta-yđeɍɍ (√đɍɍ)	(he) hurts
keɍš (= fem.)	belly
ta-tewžeɛ (√wžɛ)	she hurts
xayef (√$x^{a}/_{a}f$)	afraid
xaŧiɍa	dangerous
meɛda	stomach
ms̶aɍen	intestines
myeqqen	sure
ta-tħess b-. . . (√ħss)	you feel
l-teħt	below

ṣiħħa	health
tketteɍ men (√ktɍ)	you do/take too much
tneqqeṣ men (√nqṣ)	you do/take less . . .
dwa (= masc.)	medicine
ma-kayen ɛlaš	you don't have to . . .
xaṭaɍ	danger, risk
mađeɍɍa	complaints (about health)
đheɍ	back
nhezz (√hzz)	I lift
nqelleb (√qlb)	I examine
ɍađyu	X-ray machine
ħeyyed (√ħyđ)	remove
temma	there
muɍ	behind
ħɍiq	pain
ma-. . . (v.) ħetta ši . . ./ ħetta ħaža	did not . . . (v.) any . . . (n.)
tnuđ	you rise
mettekki	lying
ṣabi	baby (boy)
sxana	fever
ta-yebki (√bk$^{a}/_{i}$)	he cries
mqellqa ɛla . . .	worried about . . .
meskin	poor
bu ħemɍun (without article)	German measles
ṣebɍi (√ṣbɍ)	wait, be patient! (to a woman)
ta-ykŭħħ	he coughs
ɍ-ɍwaħ (always with article!)	cold

yebɍa (√bɍa/a)	he heals
feɍmas̵yan	pharmacy
kinat	pills (sing. kina)

Explanation

63.a If the antecedent is not the subject of the relative clause

First have another look at Lesson 51.a (relative clauses) and Lesson 61.a (**lli** as a compound relative pronoun). Use the principle of merging you learnt in 51.a on these two sentences:

1a	ŧ-ŧbib ǥadi yeɛŧi-k d-dwa.
1b	d-dwa ǥadi yɛawn-ek.
1a+1b	[101] ________________
1'	________________
	ŧ-ŧbib ǥadi yeɛŧi-k d-dwa lli ǥadi yɛawn-ek.

Observe how the pronoun **huwa** disappears and reappears. This is typical for relative clauses where the antecedent (from the main clause) is the subject of the relative clause.

But the antecedent can also be a different sentence constituent in the relative clause. You can see this in the example below.

We are going to merge these two sentences, but first look carefully for the antecedent.

2a fayn dak le-wžeɛ?

2b ta-ħess b-dak le-wžeɛ.

The antecedent is the shared element in both sentences, so **dak le-wžeɛ.** What is the grammatical function of **dak l-wžeɛ** in the second sentence? It's a prepositional object (**ħess** is always followed by the preposition **b-**). Now we are going to merge these two sentences into a main clause and a relative clause.

First merge by inserting **lli:**

2a+2b * fayn dak le-wžeɛ lli ta-ħess b-dak le-wžeɛ.

Then replace the sentence constituent after **lli** (i.e. in the relative clause) that was already mentioned before **lli** (i.e. in the main clause) by an appropriate pronoun:

2' fayn dak le-wžeɛ lli ta-ħess bi-h?

As you can see, the pronoun has taken the form of a suffix, because it appears behind a preposition. The preposition then takes the long form **bi-** instead of **b-.**

When making Sentence 1 above from Sentence 1', you still had to remove **huwa** after this step. **huwa** was the pronoun in the relative clause that referred back to the antecedent in the main clause. However, from Sentence 2' you can't remove the pronoun (in the form of a suffix), since if you removed the pronoun from this sentence, the preposition **b-/bi-** would be left loose, and that's not possible.

So the merging of 2a + 2b is one step shorter.

In other words: relative clauses where the antecedent is the subject don't need a pronoun referring to the antecedent. Relative clauses where the antecedent is not the subject do need a pronoun (usually a suffix) that refers to the antecedent.

Now merge sentences 3a and 3b.

3a ǥadi nekteb l-u d-dwa.

3b ǥadi yebɍa be-d-dwa.

3a+3b 102 ______________________________

3 ______________________________

Once you understand the merging principle well enough, you will be able to use it fast and without thinking. To aid understanding, it may be useful to change it round, so to deconstruct some sentences.

Deconstruct the following two sentences:

4 waš ta-takŭl l-makla lli fi-ha l-idam?

4a+4b 103 ______________________________

4a ______________________________

4b ______________________________

5 ǥadi nekteb l-ek d-dwa lli yemken l-ek tešri-h men l-feɍmas̵yan.

5a+5b 104 ______________________________

5a ______________________________

5b ______________________________

Summarised:

1. If the antecedent is the subject of the relative clause, the relative clause does not need a pronoun referring to the antecedent.

2. If the antecedent is not the subject of the relative clause, but for example a prepositional object (2, 3, 4) or direct object (5), the relative clause must contain a word that refers to the antecedent. This word takes the shape of a suffix.

Exercises a, b and c deal with this.

63.b Asking about and expressing (un)certainty

Look at the following sentences that appeared in the dialogues in this lesson.

6 ana ma-myeqqen-š, walakin ka-yeđheɍ li-ya belli fi-h ɍ-ɍwaħ u ꞩafi.

7 ana myeqqen belli had l-mađeɍɍa ma-ši ꞩɛiba.

8 waš myeqqen belli fi-h ǥir ɍ-ɍwaħ?

9 ana ma-myeqqen-š waš l-meɛda wella le-mꞩaɍen.

10 ma-ta-nđenn-š belli xeꞩꞩ-ek ši dwa.

In Sentences 6 to 9 you see **myeqqen** appear as the predicate.

In 7 and 8 the thing the speaker feels certain about is repeated, but that's not necessary. They could have just said: **ana myeqqen** or **waš (nta) myeqqen?**

In 9 somebody is not certain about something. So there **myeqqen** is negated, and followed by **waš** or **belli**. And here too, myeqqen on its own suffices, as shown in Sentence 6.

Of course **myeqqen** can be declined to a feminine form **myeqqna** and a plural form **myeqqnin**.

Lastly, in Sentence 10 you see the possibility of expressing uncertainty by saying 'I don't think that . . .'

Exercises d, e and f deal with this.

63.c Expressing fear/worry

If the object of **√x^{a}/$_{a}$f** (or the participle **xayef**), that which someone is afraid of, is a noun or pronoun, it follows the preposition men (see Sentence 11).

11 l-weld . . . ǥadi yxaf men l-muɛellim.

You read earlier that the verb **√x^{a}/$_{a}$f** has a certain peculiar characteristic. If the object (that which one is afraid of) is a dependent clause, then that object is preceded by la.

12 l-weld . . . ǥadi yxaf men l-muɛellim la-yđeɍb-u. (59)

This **la** appears where in English we would say 'that'. The English translation of this sentence is: He will be afraid that the teacher hits him.

This **la** is pronounced with a short **a**, shorter than the **a** of **la** meaning 'no'.

la must be followed by a verbal sentence, which is why you see a form of **√k$^{a}/_{u}$n** appear after **la** in the sentences below.

13 ana xayef la-tkun ɛend-i ši ħaža xaŧiɍa

14 ana xayfa la-ykun ɛend-u bu ħemɍun.

It is alright for the sentence after **la** to start with a noun, but it must contain a verb. If the object clause contains a negation, **la** must be followed by a noun before the verb with the negation.

15 ana ka-nxaf la ŧ-ŧbib ma-ykun-š fe-l-ɛiyada dyal-u.

Schematically, we can summarise the above as follows:

– *to be afraid of something or someone:*

√x$^{a}/_{a}$f or xayef + men + that which you are afraid of (ana xayef men ŧ-ŧbib dyal s-snan = I am afraid of the dentist).

– *to be afraid that something will happen*

√x$^{a}/_{a}$f or xayef + la + verb in the present tense without ka-/ta- (hiya xayfa la-yzewwež ɍažel-ha bent-ha = She is afraid that her husband will marry off her daughter).

– *to be afraid that something will not happen*

√x$^{a}/_{a}$f or xayef + la + subject + negated verb in the present tense without ka-/ta- (ana ka-nxaf la l-ħukuma ma-bġat-š tɛawen-na = I am afraid that the government does not want to help us).

– *to be afraid that something will be*

√x$^{a}/_{a}$f or xayef + la + ykun/tkun + nominal sentence (ħna ka-nxafu la-tkun l-mađeɍɍa dyal weld-na xaŧiɍa = We are afraid that our son's complaint will be something serious).

In this lesson's third dialogue there was another possibility to express worry:

16 ana mqellqa ɛli-h.

The word **mqelleq** can express several emotions. In this case it's 'worried'. It could also mean 'angry, agitated'.

Exercises g, h and i deal with this.

63.d There's no need

Look at the following sentences from this lesson:

17 ma-kayen ɛlaš tešɍeb ši dwa

18 ma-kayen ɛlaš tkuni xayfa.

And the following new sentences:

19 ma-kayen ɛlaš tketteɍ men l-idam, l-insan ma-xeꞩꞩ-u-š l-idam bezzaf

20 ma-kayen ɛlaš nqellb-ek, nta ma-ši mɍiđ.

The common element in all these sentences is the expression **ma-kayen ɛlaš.** This literally means 'there is not(hing) why . . .'; translated a bit more freely it means 'there's no reason to. . .'. You use this to say in Moroccan that something isn't needed or necessary.

In Sentence 18 you see the same thing happening as with **xayef la** in the last paragraph: **ma-kayen ɛlaš** must be followed by a verb, so if necessary you insert a form of **√k^{a}/$_{u}$n** without the particle **ka-/ta-.**

Below are some more sentences with **ma-kayen**, but without **ɛlaš:**

21 ma-kayen ħetta ši xaŧaɍ.

22 l-ħemdu li-llah melli ma-kayen ħetta ħaža ꞩɛiba.

The negation **ma-. . . ħetta** combines just as well with other verbs:

23	ma-šeft ħetta ħaža	I didn't see anything (at all).
24	ma-tkellemt mɛa ħetta waħed	I haven't spoken with anyone (at all).

Both in the expression **ma-kayen ɛlaš** and in **ma-. . . ħetta, kayen** or the verb is preceded by **ma-,** but not followed by **-š** as the second part of the negation. You could say that **ɛlaš** and **ħetta** take the place of **-š.**

Exercises

Exercise 63.a

Below are some sentences, with behind them in English a further modification of the subject from that sentence. Add that modification in the form of a relative clause.

Example

given	**dak ṛ-ṛažel, bġa yemši le-ṭ-ṭbib**
	(whose son is ill)
you	**ṛ-ṛažel lli weld-u mṛiḍ, bġa yemši le-ṭ-ṭbib**

1 dak ṛ-ṛažel saken ħda xu-ya
(that you have seen).

2 ṭ-ṭbib kan ka-yefħeṣ l-weld dyal x̂t-i
(to whom you are going).

3 le-mṛa ka-tḍeṛṛ-ha l-kerš dyal-ha
(whose son works in the leather dye works).

4 hadik le-mdina hiya le-kbira f-le-blad
(that you visited yesterday).

5 dak ṣ-ṣabi ka-yebki bezzaf
(whose father has died).

6 dak le-mweḍḍaf ɛend-u wahed ḍ-ḍaṛ mezyana
(to whom you have given the money).

7 l-fellaħa ka-yɛišu fe-l-mašakil
(whose land is bad).

8 dak ṛ-ṛažel bġa yemši l-l-bulis
(whose neighbours cause problems).

Exercise 63.b

Combine the sentences below to form one sentence. The word in common remains in place in the first sentence, and is the antecedent in the relative clause (that you make out of the second sentence).

Example

given	**ka-nakŭl l-xŭbz / fe-l-xŭbz (kayna) l-melħa.**
you	**ka-nakŭl l-xŭbz lli fi-h l-melħa**
	I (only) eat bread that contains salt

1 le-wžeɛ kayen l-teħt f-režl-i / ka-nħess b-le-wžeɛ

2 dak ṭ-ṭbib ka-yexdem fe-l-žamĭɛa / ka-tšuf ṭ-ṭbib qŭddam-ek

3 l-muɛellim ka-yeskŭn f-had l-ħeyy / weld-i ka-yxaf men l-muɛellim

4 l-weld gales fe-l-qism / b̂b̂a l-weld mɍiđ bezzaf

5 hadik l-qeɍya qdima bezzaf / dezna ɛla l-qeɍya be-l-kaɍ

6 l-xeddam ka-yebǥi l-xedma dyal-u / l-paŧɍun dyal l-xeddam ɍažel mezyan

7 mul l-ħanut mša le-s-suq / šriti men mul l-ħanut magana ždida

8 le-flus daba mšaw / rbeħt le-flus l-baɍeħ.

Exercise 63.c

Somebody asks you if you would like something. Say you only want it if . . .

Example

given **bǥiti takŭl l-xŭbz? (if it contains salt)**

you **bǥit nakŭl ǥir l-xŭbz lli fi-h l-melħa.**

1 waš bǥiti tšuf ŧ-ŧbib? (that I can understand)

2 waš bǥiti temši l-ši mdina x̂ɍa? (that has a good restaurant (in it))

3 waš bǥiti l-makla l-meǥribiya? (that contains no fat)

4 waš bǥiti tešri futay ždid? (that I can lift)

5 waš bǥiti temši b-had l-kaɍ? (that contains no danger)

6 waš bǥiti takŭl ši šlađa? (that contains no tomatoes)

Exercise 63.d

Below are some yes/no questions, with behind them the information who is or is not sure of the answer. The (in)security is indicated by + or –.

Example

given **waš had ŧ-ŧbib huwa ŧbib mezyan? (ɍažl-i + or –).**

you, + **ɍažl-i myeqqen belli had ŧ-ŧbib huwa ŧbib mezyan.**

you, – **ɍažl-i ma-ši myeqqen waš had ŧ-ŧbib huwa ŧbib mezyan.**

1 waš had l-mađeɍɍa xaŧiɍa? (ŧ-ŧbib +)

2 waš had l-muɛellim ka-yqeɍɍi ħetta l-ɛeɍbiya? (b̂b̂a –)

3 waš le-mǥaɍba f-merikan ɛayšin fe-l-mašakil? (xu-ya –)

4 waš l-ažanib f-merikan ta-ydiru ǥir l-xedma le-mwessxa? (žaɍ-i +)

5 waš l-feɍq ma-bin le-mǥaɍba men le-mdun u l-badiya kbir? (l-muɛellim dyal-i +)

6 waš n-nas fe-l-meǥrib kŭll yum ka-yemšiw l-l-žamǐɛ? (the mosque) (ana).

Exercise 63.e

Somebody makes a statement, to which you respond that you are (also) afraid that it is so. If there is a reason given in the statement, you can omit that in your response.

Example

given	**ka-nđenn belli weld-ek mɍiđ bezzaf, fi-h s-sxana.**
you	**ana xayfa weld-i la-ykun mɍiđ bezzaf.**

1 smeɛt belli l-ħukuma ma-bǥat-š tɛawen n-nas lli ɛend-hŭm mašakil.

2 ɛend-i l-fikɍa belli n-nata'iž dyal weld-ek fe-l-međɍaꞩa ma-ši mezyana.

3 ka-nđenn belli l-feɍmaꞩyan daba ka-ykun mesdud.

4 l-yum ŧ-ŧbib ma-kayen-š fe-đ-đaɍ, ɛend-u ɍ-ɍaħa l-yum.

5 ma-telqa-š l-xerraz fe-l-ħanut dyal-u, ħit l-yum l-žŭmɛa.

6 ka-nđenn mul l-meŧɛam ma-yxelli-k-š tedxŭl, ka-yɛeɍf-ek.

Exercise 63.f

Somebody asks you something. Answer that you are afraid of the person/agency, etc. from the question.

Example

given	**waš ka-tebǥi baš temši le-ŧ-ŧbib dyal s-snan?**
you	**la, ana xayef men ŧ-ŧbib dyal s-snan**

1 waš dima ka-temši b-weħd-ek l-l-bulis

2 waš ka-tebǥi l-fiɍan?

3 waš ɛažb-ek baš temši tetkellem mɛa l-muɛellim?

4 waš ši meɍɍa ƶeɍti dak ŧ-ŧbib ž-ždid?

5 ɛlaš ma-mšiti-š mɛa-ya le-ŧ-ŧbib dyal s-snan?

6 waš men qbel qeddemt-ek le-b̂b̂a?

7 waš tkellemti mɛa ž-žiɍan dyal-ek ɛla had l-muškil?

8 ɛlaš ma-žiti-š texdem ɛend l-paŧɍun dyal-i?

Exercise 63.g

Below are several statements saying something has to be done either in Morocco or the UK. State that this is not necessary in the other country.

Example

given	**fe-l-ingliz xes̵s̵-ek fe-l-lewwel temši l-ɛend ŧbib l-usra.**
you	**fe-l-meǥrib ma-kayen ɛlaš temši l-ɛend ŧbib l-usra.**

1 l-meǥribi fe-l-ingliz dima xes̵s̵ ykun mɛa-h l-pas̵puɍ dyal-u.

2 fe-l-meǥrib xes̵s̵-ek tešri l-kutub dyal l-međɍas̵a.

3 fe-l-meǥrib ŧ-ŧbib xes̵s̵-u yexdem mɛa l-ħukuma.

4 fe-l-ingliz xes̵s̵ ɍ-ɍažel tkun ɛend-u xedma baš yžib mɍat-u le-hnaya.

5 fe-l-meǥrib xes̵s̵-ek txelles̵ (pay) ŧ-ŧbib men žib-ek.

Exercise 63.h

Somebody asks you if they should . . . Answer that that isn't necessary, that they only have to . . . .

Example

given	**waš xes̵s̵-ni neǥsel yeddi-ya?** not necessary, just take off shoes
you	**la, ma-kayen ɛlaš teǥsel yeddi-k, ǥir xes̵s̵-ek tzewwel s̵-s̵babeŧ dyal-ek.**

1 waš bǥitiw-ni nbeddel l-malabes dyal-i?
not necessary, just wash hands

2 waš xes̵s̵-na nħefđu đ-đeɍs̵ kŭll-u?
not necessary, just read the book

3 waš xeꞩꞩ-ni nemši le-s-suq?
not necessary, just go to the shop in the street

4 waš bǥiti-ni neɛŧi-k kŭll ši?
not necessary, just give one apple

5 waš xeꞩꞩ-ni nɛawn-ek f-had š-ši kŭll ši?
not necessary, get me some tea

6 waš xeꞩꞩ-na naklu kŭll ši s-seksu lli kayen fe-t-tebꞩil?
not necessary, just eat the meat

7 waš lazem ɛli-ya baš nkemmel neqɍa le-ktab kŭll-u?
not necessary, finish tomorrow

8 waš bǥiti-na nweqfu baš ntuma tgelsu hnaya? (move over = **zad/yzid)**
not necessary, just move over a little

Exercise 63.i

Someone asks you if you have seen/heard/ . . . something. Answer that you haven't seen/heard/ . . . anything/anybody.

Example

given **waš lqiti ši waħed fe-s-suq?**

you **ma-lqit ħetta waħed fe-s-suq.**

1 aš ka-tšuf temma?

2 waš šriti bezzaf dyal le-ħwayež f-le-mdina?

3 šħal dyal n-nas kanu fe-l-žamǐɛ?

4 škŭn tkellemti mɛa-h fe-l-međɍaꞩa?

5 waš šɍebti ši dwa baš ma-tebqay-š mɍiđa?

6 škun lli qellb-ek melli mšiti ɛend ŧ-ŧbib?

Lesson 64

Doctors, specialists and other health workers

Listen to the text about a child that broke its arm. The indented parts contain information of the narrator about the way doctors in Morocco work.

waħed n-nhaɍ mšina nƶuɍu x̂t-i. kŭnna kŭll-na galsin fe-l-bit d-le-glas u smeɛna weld x̂t-i ꞩ-ꞩǥiɍ žay le-đ-đaɍ u ta-yebki.

kan ta-yelɛeb fe-z-zenqa u therres l-u draɛ-u. nađu lus-i u ɍažl-i ddaw-eh l-ɛend ŧbib le-ɛđam.

> fe-l-meǥrib kayen ŧ-ŧbib l-ɛamm bħal ŧbib l-'usra (family doctor) fe-l-ingliz. u ɍa-h kayen ħetta xtiꞩaꞩiyin, lli ɛend-hŭm l-ɛiyada. ta-yemken l-ek temši l-ɛend-hŭm nišan, ma-kayen ɛlaš tkun be-l-wasiŧa dyal ši waħed axŭɍ yeɛni ma-ši bħal fe-l-ingliz ta-yxeꞩꞩ-ek fe-l-lewwel temši l-ɛend ŧbib l-'usra u huwa ǥadi yꞩift-ek l-l-ixtiꞩaꞩi, la.
>
> ŧ-ŧbib ɍa-h dima mektuba fe-l-bab dyal-u šnu huwa, yeɛni meɛɍuf waš huwa ŧbib ɛamm wella xtiꞩaꞩi, u ta-yemken l-ek tedxŭl ɛend-u nišan.

iwa, mšaw l-ɛend waħed ŧbib le-ɛđam. šnu dar dak ŧ-ŧbib? qelleb d-draɛ dyal dak l-weld l-meskin be-ɍ-ɍađyu.

> fe-l-meǥrib kŭll ŧbib ɛend-u ɍ-ɍađyu. la-bŭdd ma-yšuf šnu ɛend-ek l-daxel. ma-ši yałłah ǥadi yqellb-ek b-yeddi-h. la, fe-l-meǥrib kŭll ŧbib ɍa-h ɛend-u ɍ-ɍađyu.
>
> ɍ-ɍađyu, ŧ-ŧbib ǥir ta-yšuf bi-h, ma-ta-ydir-š tꞩaweɍ. t-tꞩaweɍ ɍa-huma f-šekl axŭɍ.

l-muhimm, dak l-hers dyal weld x̂t-i kan ꞩɛib u dak ŧbib le-ɛđam ma-qđeɍ-š yšuf be-ɍ-ɍađyu kifaš yɛalež l-hers u ꞩifeŧ-hŭm l-ɛend waħed l-ixtiꞩaꞩi dyal t-tꞩaweɍ.

> l-ixtiꞩaꞩi dyal t-tꞩaweɍ ɍa-h ŧbib lli ta-ydir tꞩaweɍ l-kŭll ši, matalăn l-meɛda wella le-mꞩaɍen wella le-ɛđam. fe-l-meǥrib ǥir ta-temši ɛend-u baš ydir l-ek tꞩaweɍ.

ħin tkemmlu t-tꞩaweɍ ɍa-huma ɍežεu l-εend dak ŧ-ŧbib le-εđam. dar hadak l-geps fe-d-draε dyal l-weld u ɍežεu le-đ-đaɍ. kan lazem εli-h baš yebqa be-l-geps setta dyal s-simanat. l-weqt lli ħeyydu εli-h l-geps, lqaw-eh ma-bɍa-š. εawed-tani ŧ-ŧbib dar l-u l-geps men ždid.

dik s-saεa qalet m̂m̂-i: had š-ši ma-ši meεqul, ma-tεawed-š teddi l-weld εend dak ŧ-ŧbib, ǥadi neddiw-eh l-εend ž-žebbaɍ.

> fe-l-meǥrib ǥaliben fe-l-qađiya dyal l-hers n-nas ta-yemšiw εend ši waħed lli ta-yefhem f-dak š-ši. huwa ma-ši ŧbib walakin ta-yeεɍef šnu ta-ydir. ta-ydir ši ħaža lli smiyt-ha ž-žbira.
>
> šnu hiya ž-žbira? ž-žbira ma-fi-ha-š l-geps. fi-ha le-xšeb u ŧ-ŧħin u l-beyđ. ž-žebbaɍ ta-ydir-ha εel le-blaꞩa lli ta-tkun mherrsa.
>
> ħetta n-nas lli εend-hŭm le-flus, lli ta-yqeđɍu yxellꞩu l-'aŧibba lli ǥalyin bezzaf, fe-l-qađiya dyal l-hers ɍa-hŭm ma-ta-yemšiw-š εend ŧ-ŧbib.

fiεlăn, nađu mšaw εend ž-žebbaɍ u ɍa-h dar waħed ž-žbira fe-d-draε dyal l-weld u bɍa mezyan.

iwa, had š-ši lli kan u εla yedd had ž-žebbaɍ l-weld bɍa u ma-wella fi-h ħetta ši εeyb.

Vocabulary

waħed n-nhaɍ	one day
therres (√hrs)	broke
draε	arm
nađu (√n^{a}/$_{u}$đ)	lit.: they got up; they swung into action
lus-i	my brother-in-law
ŧbib le-εđam	'bone-doctor'
ŧ-ŧbib l-εamm	the general doctor (not specialised)
ŧbib l-'usra	the GP (family doctor)
ɍa-h	(appr.) he is
xtiꞩaꞩiyin (or 'ixtiꞩaꞩiyin)	specialists
εiyada	clinic
nišan	straight
be-l-wasiŧa dyal . . .	by, through the agency of . . .

mektuba (√ktb)	written
meɛɍuf (√ɛɍf)	known
iwa	anyway
l-daxel	on the inside
tȿaweɍ	photos (sing. teȿwira)
f-šekl axŭɍ	another way
l-muhimm	what is important
yɛalež (√ɛlž)	he treats
hers	break
tkemmlu (√kml)	they were done
geps	plaster
kan lazem ɛli-h	he had to
meɛqul (√ɛql)	reasonable
žebbaɍ	broken-bone-healer
ǥaliben	usually
žbira	kind of splint
xšeb	wood
ŧħin	flour
beyđ	eggs
mherrsa (√hrs)	broken
yxellȿu (√xlȿ)	they pay
'aŧibba	doctors
fiɛlăn	actually
ɛeyb	defect

Explanation

64.a ɍa-. . . as a presenting or accentuating particle

In this lesson's text you have seen the particle **ɍa** several times, each time followed by a pronoun or suffix.

This **ṛa** can be used to fulfil several functions:

1 As a presenting particle: **ṛa-huwa qŭddam-ek** = Here it is, in front of you.

2 To accentuate the subject of a sentence, especially if this sentence is logically related to another sentence: **ṭ-ṭbib ta-ydir tṣaweṛ, ṛa-huwa ta-yšuf šnu ta-yđeṛṛ-ek.**

3 In some cases **ṛa** can be seen as a kind of 'copula' placed between subject and predicate:

 1 l-ixtiṣaṣi dyal t-tṣaweṛ *ṛa-huwa* ṭbib lli ta-ydir tṣaweṛ.

 ṛa can be followed by either a pronoun or a suffix, so you have the following possibilities:

ṛa-huwa	or	ṛa-h.
ṛa-hiya	or	ṛa-ha.
ṛa-nta	or	ṛa-k.
ṛa-(a)na	or	ṛa-ni. etc.

Exercise a deals with this.

64.b The passive participle

In this lesson's text you have seen the following words: **mektuba, meɛṛuf, meɛqul.**

Earlier in the course you saw: **mewžud, meɛlum, memnuɛ, mesdud, mesmuḥ, etc.**

Which pattern do these words have**?**

The pattern Ⓟ**mektub(a).** This is the pattern of the passive participles of Form I. The meaning is a passive participle's, sometimes adjectival, but sometimes also carrying its own meaning, less directly derived from the verb.

The latter is the case for example for:

meɛṛuf	known
meɛqul	reasonable

Of course hollow and weak verbs also have passive participles. For the hollow verbs the passive participle takes the pattern Ⓟ**mekyub, so for example: mebyuɛ (sold), mezyud (added, born).**

The passive participle of weak verbs takes the pattern Ⓟ**mekti**, so for example: **mešri** (bought), **mekri** (rented)**.**

Exercise b deals with this.

64.c Elements of storytelling

In this lesson's text there are some words and phrases that can be used to liven up an orally narrated text.

Write down these expressions before reading on.

In order of appearance in the text, they are:

waħed n-nhaɍ	means 'one day' and can be used when starting a narrative. An alternative is: **ši nhaɍ.**
nađu lus-i u	The verb **√n^{a}/$_{u}$đ** literally means 'to rise'.
ɍažl-i ddaw-eh	As a storytelling element this is an auxiliary verb that means something like 'to go into action'. It's followed by a verb expressing that action.
iwa	means something like 'anyway' and is used to connect fragments, for example after one has momentarily left the main plot in the storytelling.
šnu dar dak ŧ-ŧbib?	In Moroccan one can, just like in English, insert a question that the storyteller will then answer himself, in order to increase the tension.
l-muhimm	literally means 'the important', has approximately the same function as **iwa**, and can also be used for 'to the point'.
ɛawed-tani	means 'again', 'for the second time' (pronounced **ɛawet-tani).**
fiɛlan	means 'indeed' and is used like English 'no sooner said than done'.
nađu u mšaw	same as **nađu lus-i. . .**
iwa, had š-ši lli kan	For **iwa** see above. The last part literally means: 'this is what was there', or, 'this is what happened'. So it is a closing formula. In this lesson's text it introduces the end of the story.

Exercise c deals with this.

64.d Derived forms – part 2

In Lesson 62 we gave an overview of all verb types of Form I, and in the same lesson we discussed Form II of the Moroccan verb.

We already mentioned in Lesson 62 that Moroccan has other derived forms. These are the derived Forms t-I, t-II (called Form V in MSA), III and t-III (called Form VI in MSA). These most frequent forms we will discuss here. We will only briefly mention the rarer forms (VII, VIII, IX and X) and give an example of each.

This section is a longish list of verbs. But to get a complete overview of the language, it's important that all forms are discussed.

Form t-I Pattern: Ⓟ**ttekteb/yettekteb**

In Form t-I you put **tt** or **t** before the first radical of the Form I verb. You can't get 3 identical consonants in a row, so if a t-I form would get another t in the present tense, you keep two t's.

If a verb starts with two radicals, you place two t's before it; if the first radical is followed by a vowel, you place one t before it.

So:

– two **t'**s before two radicals: **(huwa) ttekteb, (nta) tteđŗebti, (huwa) ka-yettekteb, (nta) ka-tteđŗeb;**
– one **t** before one radical + vowel: **(huma) ka-yetketbu, (nti) ka-ttketbi**†**, (huma) tđeŗbu**.

†Really **tttketbi**, but 3 identical consonants are written as two.

The meaning of Form t-I is the passive or reciprocal sense of the Form I verb. So if a Form I verb means for example 'to hit', the Form t-I verb of the same root means 'to be hit' or 'to hit oneself'. It might even mean 'to hit each other'.

In the derived forms as well, the different types of root cause complications. However, they are less varied than in Form I.

Here we give all conjugations in the present and past tense for the 'normal' root (having 3 consonants as its radicals), the hollow and the weak roots, and for the root which has identical second and third radicals. For some of the examples given below it will be hard to imagine them occurring in all persons (I, you, he, etc.), but to be complete we give all forms.

'normal root'

tteđŗeb/yetteđŗeb = to be hit

ttekteb/yettekteb = to be written

ttežreħ/yettežreħ = to be hurt, to hurt oneself

The conjugation of these verbs in the present and past tense seems a bit complex at first sight, but in fact nothing unexpected happens.

present tense	*past tense*
(ana) nettekteb	(ana) ttektebt
(nta) ttekteb	(nta) ttektebti
(nti) ttketbi	(nti) ttektebti
(huwa) yettekteb	(huwa) ttekteb
(hiya) ttekteb	(hiya) tketbet/-at†
(ħna) netketbu†	(ħna) ttektebna
(ntuma) ttketbu†	(ntuma) ttektebtiw/-tu
(huma) yetketbu†	(huma) tketbu†

†In these forms, the prefix of the Form t-I is only one **t**. So where there are two **t'**s, one is of the t-I form and the other one of the personal prefix.

Some of these verb forms are purely theoretical. It's hard to imagine that you will use a form like **ttketbu** (you are written). We just give all conjugations to be complete.

'hollow root'

tšaf/yetšaf = to be seen

tbaɛ/yetbaɛ = to be sold

tkal/yetkal = to be eaten (so 'to eat' is treated like a hollow stem here)

There is only one type, which is like the verb $\sqrt{\mathbf{x}^{a}/_{a}\mathbf{f}}$, so with vowels **a** in present and past tense.

present tense	*past tense*
(ana) netšaf	(ana) tšeft
(nta) ttšaf	(nta) tšefti
(nti) ttšafi	(nti) tšefti
(huwa) yetšaf	(huwa) tšaf
(hiya) ttšaf	(hiya) tšafet
(ħna) netšafu	(ħna) tšefna

(ntuma) ttšafu	(ntuma) tšeftiw/-tu
(huma) yetšafu	(huma) tšafu.

‘**weak root**’

tteqɾa/yetteqɾa = to be read

ttensa/yettensa = to be forgotten

There is only one type, which is like the verb **√qɾ^{a}/$_{a}$**, so with vowels **a** in present and past tense.

present tense	*past tense*
(ana) nettensa	(ana) ttensit
(nta) ttensa	(nta) ttensiti
(nti) ttensay	(nti) ttensiti
(huwa) yettensa	(huwa) ttensa
(hiya) ttensa	(hiya) ttensat
(ħna) nettensaw	(ħna) ttensina
(ntuma) ttensaw	(ntuma) ttensitiw/-tu
(huma) yettensaw	(huma) ttensaw.

root with identical second and third radicals

tšedd/yetšedd = to be closed

present tense	*past tense*
(ana) netšedd	(ana) tšeddit
(nta) ttšedd	(nta) tšedditi
(nti) ttšeddi	(nti) tšedditi
(huwa) yetšedd	(huwa) tšedd
(hiya) ttšedd	(hiya) tšeddat
(ħna) netšeddu	(ħna) tšeddina
(ntuma) ttšeddu	(ntuma) tšedditiw/-tu
(huma) yetšeddu	(huma) tšeddu.

What we said earlier at **ttketbu** (you are written) applies here as well. Some verb forms of a passive verb like this are very rare, because it's hard to imagine that you would use for example **nettšeddu** (we are (being) closed).

Form t-II Pattern: Ⓟ**tketteb**

The meaning of Form t-II is the passive or reciprocal meaning of the Form II verb. So if a Form II verb means 'to break', the verb of Form t-I with the same root means 'to be broken' or 'to break itself/of its own accord'. It might also mean 'to break each other'.

When we discussed Form II in Lesson 62, we already remarked that there are fewer complications in the different types of roots. The same goes here for Form t-II.

For some of the examples below it is a bit difficult to imagine them occurring in all persons (I, you, he, etc.), but to be complete we give all forms.

'**normal and hollow roots**'

tɛellem/yetɛellem = to learn

therres/yetherres = to be broken, to break (of its own accord)

tkemmel/yetkemmel = to be finished, completed

In Form II and t-II, the second radical of the hollow root is reduplicated; in that case it acts like a normal consonant.

present tense	*past tense*
(ana) netɛellem	(ana) tɛellemt
(nta) tetɛellem	(nta) tɛellemti
(nti) tetɛellmi	(nti) tɛellemti
(huwa) yetɛellem	(huwa) tɛellem
(hiya) tetɛellem	(hiya) tɛellmet/-at
(ħna) netɛellmu	(ħna) tɛellemna
(ntuma) tetɛellmu	(ntuma) tɛellemtiw/-tu
(huma) yetɛellmu	(huma) tɛellmu

'**weak roots**'

tsemma/yetsemma = to be called

tqeṛṛa/yetqeṛṛa = to be taught

There is only one type, that is like the verb **√qɍ^{a}/$_{a}$**, so with vowels **a** in present and past tense.

present tense	*past tense*
(ana) netqeɍɍa	(ana) tqeɍɍit
(nta) tetqeɍɍa	(nta) tqeɍɍiti
(nti) tetqeɍɍay	(nti) tqeɍɍiti
(huwa) yetqeɍɍa	(huwa) tqeɍɍa
(hiya) tetqeɍɍa	(hiya) tqeɍɍat
(ħna) netqeɍɍaw	(ħna) tqeɍɍina
(ntuma) tetqeɍɍaw	(ntuma) tqeɍɍitiw/-tu
(huma) yetqeɍɍaw	(huma) tqeɍɍaw.

Form III Pattern Ⓟ**kateb**

The meaning of a Form III verb is usually that the action of the verb is aimed at someone or something, or that it entails an attempt at something. It's often hard to derive the meaning from the Form I verb of the same root, if it exists.

In this form there are fewer complications in the several types of root. The weak second radical of the hollow verbs acts just like a normal consonant after a long vowel **a**.

'**normal and hollow roots**'

ɛawed/yɛawed = to repeat

ɛawen/yɛawen = to help

ħawel/yħawel = to try

žaweb/yžaweb = to reply

present tense	*past tense*
(ana) nɛawen	(ana) ɛawent
(nta) tɛawen	(nta) ɛawenti
(nti) tɛawni	(nti) ɛawenti
(huwa) yɛawen	(huwa) ɛawen
(hiya) tɛawen	(hiya) ɛawnet/-at

(ħna) nεawnu	(ħna) εawenna
(ntuma) tεawnu	(ntuma) εawentiw/-tu
(huma) yεawnu	(huma) εawnu.

'**weak roots**'

qađa/yqađi = to finish (off)

present tense	*past tense*
(ana) nqađi	(ana) qađit
(nta) tqađi	(nta) qađiti
(nti) tqađi	(nti) qađiti
(huwa) yqađi	(huwa) qađa
(hiya) tqađi	(hiya) qađat
(ħna) nqađiw	(ħna) qađina
(ntuma) tqađiw	(ntuma) qađitiw/-tu
(huma) yqađiw	(huma) qađaw.

Form t-III Pattern Ⓟ**tkateb**

The meaning of Form t-III verbs is again derived from the meaning of the Form III verbs: it's the passive or reflexive of the Form III meaning. Especially reciprocality is often expressed by Form t-III verbs: parties do something that is aimed at one another (correspond, fight, etc.). However, you can also find singular verb forms of this form.

Again, there are fewer complications in the different types of roots. Weak second radicals of hollow roots act like normal consonants after the long vowel **a**.

'**normal and hollow roots**'

tfahem/yetfahem = to understand each other, to get along

tšawef/yetšawef = to see each other

tdabez/yetdabez = to fight one another

present tense	*past tense*
(ana) netfahem	(ana) tfahemt
(nta) tetfahem	(nta) tfahemti

(nti) tetfahmi	(nti) tfahemti
(huwa) yetfahem	(huwa) tfahem
(hiya) tetfahem	(hiya) tfahmet/-at
(ħna) netfahmu	(ħna) tfahemna
(ntuma) tetfahmu	(ntuma) tfahemtiw/-tu
(huma) yetfahmu	(huma) tfahmu

'**weak roots**'

tqađa/yetqađa = to be finished

present tense	*past tense*
(ana) netqađa	(ana) tqađit
(nta) ttqađa	(nta) tqađiti
(nti) ttqađay	(nti) tqađiti
(huwa) yetqađa	(huwa) tqađa
(hiya) ttqađa	(hiya) tqađat
(ħna) netqađaw	(ħna) tqađina
(ntuma) ttqađaw	(ntuma) tqađitiw/-tu
(huma) yetqađaw	(huma) tqađaw

Some general remarks on t-forms to conclude with.

If the root of a t-form starts with **t, ŧ, d, đ, z, ƶ** or **ž**, the **t** assimilates to those consonants (see Lesson 53.b).

t-forms often have a passive meaning. So you can often use them where you would use a passive construction in English with the past participle and the auxiliary verb 'to be', for example 'The letter is written'.

However, there is one important difference. In a passive sentence in English, you can use the preposition 'by' to name the person who is performing the actual action (who is the subject of the active sentence).

ɍ-ɍažel ka-yeđɍeb l-kelb	The man hits the dog.

In English you can also say: 'The dog is hit *by the man*.' You can't say that in Moroccan. If you use the passive verb, you can name the party which is undergoing the action (who is . . .ed) as the subject, but the party which performs the action cannot be named in a passive sentence.†

† When people are using a mixture of Moroccan and Modern Standard Arabic you can sometimes hear a passive sentence with **men ŧăɍăf**, which means 'by'. That is used to name the party which performs the action in a passive sentence.

l-kelb ka-yettedđɍeb	The dog is hit.
d-dariža l-meǥribiya ka-ttqeɍɍa	The Moroccan dialect is taught.

By whom the dog is hit, and by whom Moroccan is taught, you cannot express unless you make the sentence active:

ɍ-ɍažel ka-yeđɍeb l-kelb	The man hits the dog.
ɍažl-i ka-yqeɍɍi d-dariža l-meǥribiya	My husband teaches Moroccan.

the other derived forms

Forms VII, VIII, IX and X are rare in Moroccan, and Form IV doesn't exist in Moroccan. We will give a brief summary.

Form VII Pattern: Ⓟ**nkteb** or Ⓟ**nkateb**

Example: **nfaɛel** to be excited

Form VIII Pattern: Ⓟ**ktteb** (the first **t** is an infix, this is not a reduplication of the radical **t**) or Ⓟ**ktateb**

Example: **štaǥel** to work

Form IX Pattern: Ⓟ**ktab**

Example: **ħmaɍ** to turn red

Form X Pattern: Ⓟ**stekteb**

Example: **steqbel** to receive

Exercises d, e and f deal with this.

Exercises

Exercise 64.a

Answer the questions below. In your answer, use the information given in English, and use **ɍa-** followed by a personal pronoun or a suffix.

Example

given	**fayn l-kebbuŧ dyal-i?** (on the chair next to you)
you	**ɍa-h fe-l-kŭrsi ħda-k**.

1 fayn ŧ-ŧumubil dyal-i? (opposite the shop)

2 waš šeftiw š-škara dyal-i? (under the table)

3 waš ɛɍefti fayn kayna l-buꞩŧa? (opposite that shop)

4 fayn kaynin l-xerraza? (next to the tailors' neighbourhood)

5 a mul l-meŧɛem, waš kayna ši melħa? (on the table next to you)

6 fayn kayen ŧ-ŧbib f-had z-zenqa? (in the big white house)

Exercise 64.b

Make passive participles out of the verbs given and place them inside the sentences.

verbs **ɛɍef, dbeǥ, fhem, ǥsel, kra, nsež, qbeđ, šɍeb, ŧleb**.

1 had ƶ-ƶeɍbiya ________ f-waħed l-fabrika ꞩ-ꞩǥiɍa fe-l-aŧles.

2 l-meǥrib ________ f-kŭll l-bŭldan be-l-makla l-ldid dyal-u. (bŭldan = pl. of blad)

3 had ž-žlud ________ f-đaɍ d-dbeǥ f-fas.

4 l-malabes dyal-na ________ fe-l-wad lli kayen qɍib men l-qeɍya.

5 ila ma-bqa walu fe-l-kas, ka-tkun l-qehwa ________.

6 daba kŭll-ši đ-đyuɍ dyal mul đ-đaɍ ka-ykunu ________.

7 l-muɛellim ka-yfehhem-na đ-đeɍꞩ mezyan baš ykun đ-đeɍꞩ ________.

8 waš sewwelti-hŭm ɛel le-flus lli ꞩeyfeŧŧi, waš haduk le-flus ________.

9 ila bǥaw kŭll ši n-nas yešriw had le-ktab, ka-ykun le-ktab ________.

Exercise 64.c

In this exercise you will use some of the elements of storytelling. After each sentence you will find the storytelling element that you need to add.

Example

given	**mšit l-ɛend ŧ-ŧbib (waħed n-nhaɍ).**
you	**waħed n-nhaɍ mšit l-ɛend ŧ-ŧbib**.

1 kŭnt maši fe-z-zenqa (waħed n-nhaɍ).

2 kŭnt bag̶i baš nemši le-s-suq (l-muhimm).

3 melli kŭnt maši šeft waħed ɍ-ɍažel lli kan gales fe-z-zenqa (iwa).

4 kan metteki bħal miyyet ħda l-bab dyal l-busŧa (fiεlan).

5 waħed le-mweđđaf weqqef dak l-meskin (nađ u . . .).

6 dak l-meskin kan mɍiđ bezzaf, ħit ma-qđeɍ-š yewqef (l-muhimm).

7 mša ši-waħed baš yžib waħed ŧ-ŧbib (nađ u . . .).

8 melli ža ŧ-ŧbib lqaw dak l-meskin miyyet (had š-ši lli kan).

Exercise 64.d

Finish the grid below by giving the right verb conjugations.

Form t-I, present tense

√đɍb	ana ______	hiya ______	ntuma ______	huma ______
______	nti ttžerħi	huwa ______	ħna ______	huma ______
______	huwa ______	hiya ______	ħna ______	ntuma ttšafu

Form t-I, past tense

√šɍb	huwa ______	hiya ______	ħna ______	huma ______
______	ana ttefhemt	huwa ______	ntuma ______	huma ______
______	nta ______	huwa ______	ħna tšefna	huma ______

Form t-II, present tense

√hrs	huwa ______	hiya ______	ntuma ______	huma ______
______	huwa ______	hiya ______	ħna netεellmu	huma ______
______	huwa ______	hiya ______	ntuma ttqeɍɍaw	huma ______

Form t-II, past tense

√zwž	nti ______	hiya ______	ħna ______	ntuma ______
______	ana tkemmelt	hiya ______	huwa ______	huma ______
______	huwa ______	hiya ______	ntuma tqeɍɍitiw	huma ______

Form III, present tense

√ħwl	ana ______	hiya ______	ħna ______	huma ______
______	nti tεawni	huwa ______	hiya ______	ħna ______
______	ana ______	huwa ______	ħna ______	huma yžawbu

Form III, past tense

√εwd	ana ______	huwa ______	ħna ______	ntuma ______
______	nti ħawelti	hiya ______	huwa ______	huma ______
______	nta ______	huwa ______	ħna žawebna	huma ______

Form t-III, present tense

√fhm	ana ______	ħna ______	ntuma ______	huma ______
______	nti ttqađay	huwa ______	hiya ______	huma ______

Form t-III, past tense

√š^{a}/$_{u}$f	ana ______	ħna ______	ntuma ______	huma ______
______	huwa ______	ħna tdabezna	ntuma ______	huma ______

Exercise 64.e

Below are several sentences containing an object. Make a new sentence in which that object is the subject. Use t-forms.

Example

given **ši waħed ǥsel ŧ-ŧumubil dyal-i**.

you **ŧ-ŧumubil dyal-i tǥeslat**.

1 d-drari nsaw đ-đeɍꞩ.

2 d-derraza ka-yneszu ƶ-ƶɍabi be-l-mensež.

3 d-drari le-mǥaɍba ka-yteqnu l-luǥa l-ingliziya mezyan.

4 l-weld xeꞩꞩ-u yešɍeb d-dwa đeđđ (against) ɍ-ɍwaħ.

5 l-xerraz ǥadi yesłeħ ꞩ-ꞩbabeŧ dyal-i.

6 le-mweđđaf baqi ma-qbeđ-š l-manđa dyal had š-šheɍ.

7 đ-đyaf klaw s-seksu lli dert l-hŭm.

8 xeꞩꞩ-ek ŧħeyyed l-maryu baš ykun l-bit xawi.

Exercise 64.f

Fill in verb forms of the root and form given.

Form t-I

1 √đɍb fe-l-međɍaꞩa d-drari ma-ka-_________-š.

2 √ktb had l-weɍqa lli ɛend-i _________ be-l-yedd.

3 √š^{a}/$_{u}$f l-weld bǥa yexrež men l-qism bla ma-yšuf-u l-muɛellim, walakin _________.

4 √b^{a}/$_{i}$ɛ mul l-ħanut qal: ma-bqa walu, kŭll ši _________.

5 √ns^{a}/$_{a}$ l-muɛellim qal: d-drari ma-ħefđu walu, kŭll ši _________.

6 √šdd kan l-berd fe-l-bit, lidalik (therefore) _________ s-sɍažem.

Form t-II

7 √hrs l-kas ŧaħ (fell) men ŧ-ŧebla u _________.

8 √qɍ^{a}/$_{a}$ fe-l-ingliz d-dariža l-meǥribiya _________ fe-l-žamĭɛa.

9 √sm^{a}/$_{i}$ l-insan lli ma-bǥa-š yeqɍa _________ ħmaɍ.

10 √kml baš ŧ-ŧažin _________ xeꞩꞩ-u yebqa fuq l-ɛafya saɛa wella kteɍ.

Form III

11 √ɛwd l-weld ŧleb men l-muɛellim baš _________ ž-žŭmla meɍɍa x̂ɍa.

12 √ɛwn melli kŭnt ꞩǥiɍ dima kŭnt _________ n-nas le-k̂baɍ.

13 √ħwl dima xeꞩꞩ-ek _________ baš teħfeđ đ-đeɍs dyal l-ɛaɍabiya.

Form t-III

14 √fhm ħna u ž-žiran l-merikaniyin dyal-na _________ mezyan.

15 √qđ^{a}/$_{a}$ l-qehwa _________, xu-ya u ꞩaħb-u (his friend) šeɍbu kŭll ši.

Lesson 65

In a Moroccan hospital

Listen to the text about the functioning of a Moroccan hospital.

ŧ-ŧaleb lli ta-yedxŭl l-l-kŭlliya dyal ŧ-ŧebb ta-yeqɍa ɛel n-nafaqa dyal l-wizaɍa u ta-tešɍeŧ ɛli-h l-ħukuma baš l-weqt lli ǥadi yexrŭž men l-žamĭɛa, ta-yxeꞩꞩ-u yeɛŧi ɛamayn wella telt snin, kŭll-ha yexdem-ha mɛa l-mexzen, yeɛni ǥadi yexdem f-waħed ꞩ-ꞩbiŧaɍ dyal l-mexzen.

l-weqt lli ta-tetkemmel hadik l-mŭdda dyal ɛamayn wella telt snin lli xdem-ha mɛa l-mexzen, ta-yaxŭd l-idn baš yefteħ l-ɛiyada dyal-u, fayn yƶuɍu-h n-nas.

walakin ta-yebqa yemši waħed saɛtayn fe-n-nhaɍ le-ꞩ-ꞩbiŧaɍ de-l-mexzen baš yexdem, temma yesteqbel n-nas lli bla flus, u men beɛd, ħin ta-yži l-l-ɛiyada dyal-u, yesteqbel n-nas lli ǥa-yxellꞩu-h be-flus-hŭm.

l-muɛamăla dyal ŧ-ŧbib lli b-le-flus ħsen men l-muɛamăla dyal lli bla flus. lli b-le-flus ta-yetꞩenneŧ l-ek kteɍ, ta-yemken l-ek tehđeɍ mɛa-h. ŧ-ŧbib lli bla flus ta-ykun f-šekl axŭɍ, temma kaynin n-nas kteɍ men le-blaꞩa dyal le-flus, u l-weqt đeyyeq baš yetꞩenneŧ l-kŭll waħed neꞩꞩ saɛa, l-weqt ma-kafi-š.

ila kŭnti naɛes fe-ꞩ-ꞩbiŧaɍ de-l-mexzen ma-ta-txelleꞩ walu, ǥir ta-tžib waħed š-šahada dyal đ-đŭɛf.

ila kŭnti naɛes f-clinique ta-txelleꞩ men žib-ek. ǥir ši waħed lli ɛend-u meɍđ ꞩɛib wella ŧ-ŧbib ǥadi yežri l-u ɛamăliya ꞩɛiba, ta-yemši yenɛes fe-ꞩ-ꞩbiŧaɍ de-l-mexzen li'anna temma kayen kŭll ši l-'alat lli xeꞩꞩ-u ŧ-ŧbib lli ta-yɛalž-ek. u ħetta l-fermeliyat kaynin fe-ꞩ-ꞩbiŧaɍ.

matalăn l-ɛamăliya de-l-qelb, hiya l-waɛra, ta-ydiru-ha fe-ꞩ-ꞩbiŧaɍ le-kbir, innama b-le-flus.

ma-kayna-š ƶ-ƶiyaɍa fe-ꞩ-ꞩbiŧaɍ de-l-mexzen kŭll nhaɍ, ǥir l-žŭmɛa le-r-ržal u l-ħedd l-le-ɛyalat. 'amma fe-l-'iyyam le-x̂ɍin, ƶ-ƶiyaɍa memnuɛa, li'anna n-nas lli ta-yƶuɍu ši mɍiđ naɛes fe-ꞩ-ꞩbiŧaɍ ma-ta-yɛawnu-š haduk l-fermeliyat lli xeddamin fe-ꞩ-ꞩbiŧaɍ. matalăn ta-yebqaw ta-yžibu l-le-mɍiđ l-makla, ta-yžibu l-u d-džaž u l-lħem u l-beyđ 'ila 'axĭri-h, waxxa ŧ-ŧbib qal: 'hadak ma-yakŭl-š' wella: 'ma-yakŭl-š l-idam' matalăn.

hada εlaš ma-ši mesmuħ baš tƶuɍ le-mɍiđ kŭll nhaɍ. yemken l-ek tƶuɍ-u ǥir meɍɍa fe-l-'usbuε, ħsen-l-u!

Vocabulary

ŧaleb	student
kŭlliya	faculty
ŧebb	medicine
nafaqa	costs
ta-tešɍeŧ (√šrŧ)	she stipulates
mexzen	state, government
ꞩbiŧaɍ	hospital
tetkemmel (√kml)	she is finished
'idn	permission
ta-yesteqbel (√qbl)	he receives
muεamăla	treatment (not medical treatment)
ħsen	better
yetꞩenneŧ (√ꞩnŧ)	he listens
kteɍ	more
đeyyeq	limited
kafi	enough
š-šahada dyal đ-đŭεf	certificate of insolvency
meɍđ	illness
yežri (√žr^{a}/$_{i}$)	he carries out
εamăliya	operation (also medical operation)
li'anna	because
'alat	machines
fermeliyat	nurses
qelb	heart
waεra (= vrl.)	difficult, heavy

innama	but
ƶiyaɍa	visit
memnuεa (√mnε)	forbidden
džaž	chicken (one chicken = džaža)
’ila ’axǐri-h	etcetera
mesmuħ (√smħ)	allowed
’usbuε	week

Explanation

65.a Comparative and superlative

Look at the following sentences from this lesson’s text.

1 l-muεamăla dyal ŧ-ŧbib lli b-le-flus ħsen men l-muεamăla dyal lli bla flus.

2 lli b-le-flus ta-yetꞩenneŧ l-ek kteɍ.

3 temma kaynin n-nas kteɍ men le-blaꞩa dyal le-flus.

4 ħsen l-u!

5 l-εamăliya de-l-qelb, hiya lli l-waεra.

The comparative is formed in Moroccan for a limited number of adjectives according to a regular pattern. What is this pattern? (See example Sentences 1, 2, 3 and 4). Both **ħsen** and **kteɍ** have been formed according to the pattern Ⓟ**kteb**.

Following this pattern, you can form the following comparatives from **kbir, ꞩǥiɍ, sxun**: [105] ______________________________

The comparative of **qlil** (few), so of adjectives with identical second and third radicals, is **qell**.

The comparative has only one form (**kteɍ** etc.) that can also be used to refer to the feminine or plural.

If the comparative is used to express that an object has a certain characteristic more than another object, then this relationship is expressed using the preposition [106] ______ (see 1 and 3). This preposition has the same function as English ‘than’. You may also hear the preposition **εla**: **ana kbeɍ εli-k** = I am bigger/older than you.

For adjectives that don’t have a comparative, you can use a combination with **kteɍ** (more), the same as in English.

6 ana ɛeyyan kteɍ menn-u

7 l-belǥa dyal-i balya kteɍ men (hadik) dyal-ek

8 ꞩ-ꞩnayɛiya, huma muhimmin kteɍ men n-nas lli xeddamin fe-l-biɍuwat

9 ŧ-ŧumubil dyal b̂b̂a ždida kteɍ men hadik dyal l-muɛellim.

Moroccan doesn't have a separate form for the superlative. You can see how this is solved in Sentence 5 and the sentences below.

10	huwa ꞩ-ꞩǥiɍ fi-hŭm	He <is> the smallest among them.
11	hiya l-mezyana fe-ɍ-ɍbaŧ	It <is> the best in Rabat.

For 'the smallest', 'the best', the most difficult' we see **ꞩ-ꞩǥiɍ, l-mezyana, l-waɛra**. So simply the adjective is used, with the article in front of it.

Exercises a, b and c deal with this.

65.b Auxiliary verbs

During the course you have already learnt some auxiliary verbs. Lesson 58.b gave an overview of those.

Here we'll mention a few more auxiliary verbs, which tell you a bit more about how exactly the action of the main verb takes place.

Temporal auxiliary verbs

The verb **bqa/ka-yebqa** can be followed by a verb in the present tense, usually with **ka-/ta-**, or by an active participle if it means 'continuing'. The auxiliary verb indicates that the action of the main verb continues for a while.

You have seen several examples of this in this lesson and the lessons before.

ila kanet š-šems sxuna bezzaf, le-mǥaɍba *ta-yebqaw ta-yxedmu*.

walakin *ta-yebqa yemši* . . . le-ꞩ-ꞩbiŧaɍ de-l-mexzen yexdem

matalăn *ta-yebqaw ta-yžibu* l-le-mɍiđ l-makla

In these examples **bqa/ka-yebqa** is shown in the present tense, but it can occur in the past tense as well:

bqit ka-neqɍa telt swayeɛ	I continued to study for 3 hours.
bqa dak ɍ-ɍažel *ka-yakŭl*	That man kept (on) eating.

bqa/ka-yebqa can be followed by an active participle. Look at the difference between the two sentences below.

bqa ka-yemši l-ɛend l-bulis	He kept going to the police (regularly).
bqa maši fe-ŧ-ŧɍiq l-l-međɍaꞩa	He kept walking on that road to school (that one time).

Another temporal auxiliary verb is the verb **bda/ka-yebda**. It's usually in the past tense and followed by a verb in the present tense, usually with **ka-/ta-**. It then means 'to start the action of the main verb, and that action keeps going for some time'.

You haven't seen any examples of this yet. But the examples below should be clear.

bdaw n-nas ka-yqulu belli . . .	The people started saying that . . .
bdit ka-netɛellem le-fɍanꞩawiya	I've started learning French.

Auxiliary verbs expressing movement

These are verbs like **mša/yemši, ža/yži, ɍžeɛ/yeɍžeɛ, nađ/ynuđ**. They can be followed by a verb in the present tense without **ka-/ta-**. They then mean 'to go in order to . . .'. From this one sentence you won't be able to deduce whether or not the action expressed in the main verb actually happened. Of course this may become apparent from the context.

ta-yemši yenɛes fe-ꞩ-ꞩbiŧaɍ de-l-mexzen	
waħed n-nhaɍ *mšina nƶuɍu* x̂t-i.	(64)
la bŭdd *temši tƶuɍ* had đaɍ d-dbeǥ.[†]	(62)
ɛend-i đaɍ ždida, *aži tšuf*-ha.	(47)

You may feel like you should always put **baš** before the main verb, but that's not necessary.

[†]**đaɍ d-dbeǥ** is a genitive construction and thus definite. So **had** doesn't need to be followed by the definite article in this case.

These auxiliary verbs can also be followed by a main verb in the past tense. Then it's certain that the action of the main verb has actually happened.

nađu lus-i u ɍažl-i *ddaw-eh* l-ɛend ŧbib le-ɛđam.	(64)
ɍžeɛt le-đ-đaɍ *žebt* le-ktab dyal-ek.	
mša šra kŭll-ši lli kan ka-yxeꞩꞩ-u fe-s-suq.	

Here you might feel like you need to put the conjunction **u** before the main verb, but that is not necessary either.

The auxiliary verb **ɛawed/yɛawed**

This auxiliary verb means 'to repeat/do again', but it is conjugated entirely the same as the main verb. It is also in the same tense as the main verb. That is: both are in the past tense, or the main verb is in the present tense without **ka-/ta-** and **ɛawed** is in the present tense or imperative.

ma-tɛawed-š teddi l-weld ɛend dak ŧ-ŧbib.	You won't take the boy to that doctor again.
ila ma-dert-š had š-ši ǥadi nɛawed nemɍeđ.	If I don't do this I'll become ill again.
ɛawed qal l-u ma-yeqđeɍ-š yɛawen-u.	He told him again he couldn't help him.

Exercises d, e and f deal with this.

65.c Participles of the derived forms

You have known the active participle of Form I (Ⓟ**kateb**) for a long time, and in Lesson 64 you learnt the passive participle of Form I (Ⓟ**mektub**).

We will now take a look at the participles of the derived forms.

Forms II and III

These forms don't register the difference between the active and the passive participle. You can only form one participle, which may have either meaning.

You create the participles of these forms by placing **m** before the verb in the he-form in the past tense.

herres	mherres	broken ('having broken', 'being broken')
yeqqen	myeqqen	assured, certain
qelleq	mqelleq	worried

There can be no complications with the hollow verbs in Forms II and III, because the weak radicals act like normal consonants in these forms.

It's different for the weak stems. There the vowel **i** appears as the ending of the participle after the second radical.

qeɍɍa	mqeɍɍi	taught
xebba	mxebbi	hidden

The t-forms

t-forms usually don't have their own participle showing the **t**. This is because the t-forms usually have a passive meaning. A participle from the t-stem would have the same meaning as the passive participle of the 'normal' form. An example to illustrate:

The passive participle of the Form I verb **đɍeb** is **međɍub**, meaning 'hit (passive participle)'. The Form t-I verb **tteđɍeb** means 'to be hit'. A participle of that verb would mean something like 'having been hit'. You don't need a participle for that, since the passive participle of Form I (**međɍub**) already carries that meaning.

The same is true for Forms t-II and t-III.

This is illustrated by the two examples below.

tzewwež	mzewwež	married
tεeŧŧel	mεeŧŧel	too late (being late)

The verb **tzewwež** (Form t-II) means 'to get married' while **zewwež** (Form II) means 'make marry/marry off'. To express 'married', you can simply use the participle of Form II.

In rare cases you may find a Form t-III verb having its own participle, if that Form t-III verb has its own meaning instead of the passive meaning of the Form III verb. For example, from the verb **tħaɍeb** (to be at war) you could encounter the participle **metħaɍeb/-in** (being at war with each other). And you have also seen **metšerrfin**, but that is a participle of a Form t-II.

Some irregular participles

Some very frequent Form I verbs have irregular participles.

verb	*active participle*	*passive participle*
kla/yakŭl	wakel	mewkul
xda/yaxŭd	waxed	mewxud
dda/yeddi	dday	meddi
ža/yži	maži/žay	

The last verb has no passive participle. If **žay** takes the ending **-a** or **-in** the **y** is duplicated: **žayya, žayyin**.

Exercise g deals with this.

Exercises

Exercise 65.a

Someone tells you that something has a certain property. Say that another . . . is larger/better, etc. (the property from their statement).

Example

given	**šuf, weld-i wella kbir daba!**
	my son
you	**weld-i kber̵ men weld-ek**.

1 s-suq de-l-ɛet̵r̵iya bɛid men hna.
cloth market

2 s̵-s̵bit̵ar̵ f-meknas ka-ykun kbir.
the hospital in Fez

3 r̵-r̵adyu dyal had t̵-t̵bib r̵a-h qdim bezzaf.
my doctor's radiological device

4 l-muɛalăža ɛend ž-žebbar̵ ka-tkun r̵xis̵a.
treatment in government hospital

5 s̵-s̵iħħa dyal n-nas f-le-mdina r̵a-ha mezyana.
health of the people in the country

6 l-ɛiyada dyal l-ixtis̵as̵i dyal t-ts̵awer̵ s̵g̵ir̵a bezzaf.
the dentist's clinic

Exercise 65.b

In this exercise, again, you go one better than someone else by saying that something else is more attractive, expensive, etc. But in this exercise there are some adjectives of which you can't make the comparative using the pattern Ⓟ**kteb**.

given	**l-kutub dyal l-ɛer̵biya žeddaba.**
	English books
you	**walakin l-kutub dyal l-ingliziya žeddaba kter̵ men haduk dyal l-ɛer̵biya.**

1 l-ɛamăliya dyal l-kerš g̵alya bezzaf.
heart operations

2 l-weqt dyal t̵-t̵bib dyal s-snan dima ka-ykun đeyyeq.
'government doctors'

3 l-kŭlliya dyal-na hiya ždida bezzaf.
the medical faculty

4 le-ħɍiq fe-l-kerš ɛend d-drari ɍa-h dima ꞩɛib.
headache, head = ɍ-ɍaꞩ

5 l-ɛamăliya dyal le-mꞩaɍen waɛra šwiya.
stomach operation

6 s-sxana ɛend le-bnat dima ka-tkun xaŧiɍa šwiya.
rubella

Exercise 65.c

Below are 8 objects and properties. You should talk about 3 people, saying that Hassan's . . . is big/new, etc., Dris's . . . is bigger/newer, etc., and Muhammad's . . . is the biggest/newest, etc.

Example

given **ŧ-ŧumubil, mezyan**.

You **ŧ-ŧumubil dyal ħasan mezyana, walakin hadik dyal dris ħsen, u hadik dyal mħemmed hiya l-mezyana fi-hŭm.**

1 meɍđ, xaŧiɍ

2 dwa, ǥali

3 hers, waɛer

4 ɛiyada, ždida

5 biru, bɛid

6 makla, xfifa

7 ŧebꞩil, kbir

8 ꞩiħħa, đɛifa (= weak)

Exercise 65.d

Answer using the hint given in English.

given **šħal bqiti ka-teqɍa l-luǥa l-ingliziya qbel-ma tedxŭl l-l-žamĭɛa?** (3 years)

you **bqit ka-neqɍa l-ingliziya telt snin qbel-ma nedxŭl l-l-žamĭɛa**.

1 šħal ǥadi tebqa naɛes fe-ꞩ-ꞩbiŧaɍ? (2 weeks)

2 waš had s-simana ħessiti b-le-ħɍiq f-ɍaꞩ-ek? (yes, 3 days)

3 waš weld-ek kan ka-yebki bezzaf melli kan mɍiđ? (yes, 3 hours)

4 waš ꞩ-ꞩabi ka-ykŭħħ n-nhaɍ kŭll-u? (yesterday, whole day)

5 šħal kan ka-yets̶enneŧ l-ek ŧ-ŧbib? (½ hour)

6 šħal bqa dak ž-žebbaɍ ka-yεalež bent-ek? (2 hours)

Exercise 65.e

Someone asks you if you have done something, will do it, etc. In your answer, use the verb and any other information given.

Example

given **waš šriti ŧumubil ždida? (l-baɍeħ, √mš^{a}/$_{i}$)**

you **l-baɍeħ mšit šrit ŧumubil ždida.**

1 waš bǥiti s̶aħb-ek yƶuɍ-ek fe-s̶-s̶biŧaɍ? (ǥedda, √ž^{a}/$_{i}$)

2 waš bǥiti ŧ-ŧbib yqellb-ek meɍɍa x̂ɍa? (f-le-εšiya, √ɍžε)

3 škun lli xes̶s̶-u yhezz-ek men le-fraš? (men beεd, weld-i, √ž^{a}/$_{i}$)

4 waš ši waħed šra l-ek d-dwa men l-feɍmas̶yan? (žaɍ-i, ǥadi, √mš^{a}/$_{i}$)

5 waš ɍažl-ek dar l-xedma dyal-u wella ma-zal? (daba, √n^{a}/$_{u}$đ)

6 fuq-aš ŧ-ŧbib ǥadi yesteqbel n-nas? (daba, √ɍžε).

Exercise 65.f

Respond to the sentences below by saying it shouldn't happen again, and choose one of the reasons given why it shouldn't.

Reasons ħit huwa ma-ši ixtis̶as̶i be-s̶-s̶eħħ.

ħit xes̶s̶-hŭm yemšiw le-s̶-s̶biŧaɍ de-l-mexzen.

la bŭdd tebqa tneqqes̶ menn-u.

ħit memnuε le-d-drari baš yemšiw le-s̶-s̶biŧaɍ b-weħd-hŭm.

ħit fi-h l-idam u ma-xes̶s̶-ek-š l-idam.

ħit l-εamăliya ma-ǥadi-š tεawn-ek.

ħit ma-εend-na-š le-flus baš nxells̶u-h.

Example

given **l-baɍeħ mšit le-ž-žebbaɍ**.

You **ma-tεawed-š temši l-dak ž-žebbaɍ, ma-εend-na-š le-flus baš nxells̶u-h**.

1 l-baɍeħ ƶeɍt saħb-i fe-ꞩ-ꞩbiŧaɍ.

2 ŧ-ŧbib bǥa ydir l-i ɛamăliya x̂ɍa.

3 l-baɍeħ klit ŧ-ŧažin be-d-džaž.

4 mšit l-l-ɛiyada dyal l-ixtiꞩaꞩi dyal l-qelb.

5 daba bɍit, ǥadi nketteɍ šwiya men l-makla dyal l-idam.

6 l-yum steqbelt ši nas lli ma-ɛend-hŭm-š le-flus.

Exercise 65.g

Give the passive participles of the verbs given, and place those in the sentences.

verbs **tteka, ɛeŧŧel, yeqqen, herres, qelleq, xelleꞩ, tzewwež**.

1 r-ržel dyal dak ɍ-ɍažel l-meskin kanet ________.

2 n-nas lli šafu-h kanu kŭll-hŭm ________ ɛli-h.

3 ŧ-ŧbib lli ŧelbu menn-u baš yži ža ________ u melli ža lqa l-meskin miyyet.

4 kanu kŭll ši n-nas ________ belli l-miyyet, łłah yreħm-u, kan waħed l-insan mezyan.

5 walakin ħetta waħed ma-ɛɍef waš l-miyyet kan ________ wella la.

6 l-insan lli ka-yđeɍɍ-u đehɍ-u, xeꞩꞩ-u yebqa ________ f-le-fraš.

7 ma-qdeɍt-š nhezz kŭll ši lli šrit, xellit ši ħaža fe-l-ħanut, walakin kŭll ši ________.

Exercise 65.h

Below is a closing text. This text discusses an aspect of Moroccan healthcare you have already heard about.

The words in this text which you haven't seen before are marked with $^{+}$ and are explained below. Read and listen to the text, and try to understand it all.

kayen l-meɍđ$^{+}$ dyal ž-žnun^{+}. ka-yetsemma^{+} hadak l-insan mežnun^{+} wella meskun^{+}. had l-meɍđ ɛend-u bezzaf dyal s-smiyat.

haduk n-nas ka-yemšiw yƶuɍu ši siyyed^{+}. wella yketbu ɛend le-fqih^{+} u ka-yđebħu^{+} fe-đ-đaɍ u ydiru bħal ħefla^{+} fe-đ-đaɍ, bħal ħeđɍa^{+}.

l-insan lli ka-yetteqbeđ$^{+}$ ka-yǥib^{+}. ka-yǥib l-waħed l-mŭdda^{+} dyal saɛa wella saɛtayn, ma-ka-yeɛɍef-š šnu ka-yewqeɛ$^{+}$ fe-đ-đaɍ. ka-yemken l-ek thezz-u u tluħ-u^{+} fe-l-wad bla-ma yeɛɍef. u kayen ɛawed-tani lli ka-yetteqbeđ u ka-yebqa ka-yeqŧeɛ$^{+}$ ħwayž-u u yherres le-mwaɛen. ka-yherres kŭll ši lli lqa-h qŭddam-u.

ħetta kaynin žnun hnaya fe-l-ingliz, walakin waš haduk ž-žnun žaw men l-meǥrib wella hadak š-šexꞩ$^{+}$ lqa-hŭm hnaya, ma-neεɍef-š.

ši meɍɍa šeft waħed l-meǥribi fe-ꞩ-ꞩbiŧaɍ l-inglizi u kan l-meskin ka-yetteqbeđ kŭll xeŧɍa. fe-l-weqt lli ka-yetteqbeđ ka-yžiw l-fermeliyat ka-yđeɍbu l-u waħed š-šuka^{+} kbira u ka-yebqa naεes bi-ha ɍebεa u εešɍin saεa.

kan lazem yeddiw-eh l-waħed s-siyyed. ħit fe-l-meǥrib, n-nas lli ka-ykunu meskunin, yeεni fi-hŭm ž-žnun, ta-yeddiw-hŭm l-waħed s-siyyed, u ka-yxelliw-eh fe-s-siyyed ħetta ywelli la-bas.

w ila wella la-bas, ǥadi yešriw đbiħa^{+}, yeεni ħewli wella begɍa^{+} wella ši ħaža. u ka-yebqa dak ɍ-ɍažel wella hadik le-mɍa kŭll εam ka-ydir ši ꞩadaqa^{+} wella đbiħa ħit ka-yqul: ila ma-dert-š had š-ši ǥadi nεawed nemɍeđ.

meɍđ	illness
žnun	ghosts (sing. ženn)
ka-yetsemma (√sm^{a}/$_{a}$, tII)	is called
mežnun	possessed
meskun	inhabited
siyyed	marabout (person and tomb)
fqih	Koran scholar
ka-yđebħu (√đbħ)	to butcher, to sacrifice
ħefla	party
ħeđɍa	Sufi-gathering
ka-yettqbeđ (√qbđ, tI)	he is seized
ka-yǥib (√ǥ^{a}/$_{i}$b)	to be absent, 'to faint'
mŭdda	period
ka-yewqeε (√wqε)	happen
tluħ (√l^{a}/$_{u}$ħ)	throw
ka-yeqŧeε (√qŧε)	to cut, to tear
šexꞩ	person
šuka	injection, syringe
đbiħa	sacrificial animal
begɍa	cow
ꞩadaqa	alm

Key

Part 1

The correct answers to the questions in the theoretical text of Phonology.

1. The i sounds in Moroccan as the ee of 'beet'; t is followed by a short s-sound.
2. At the end of a double tt, you still hear the short s-sound. You don't hear this at the end of a double ŧŧ.
3. Because a stable vowel appears, the unstable vowel is no longer needed.
4. This way the vowels are spread more evenly over the word.

Part 2

The correct answers to the questions in the theoretical texts of Lessons 1 to 41.

1. because the first and second consonant are the same, 3 consecutive consonants are allowed.
2. the girl
3. the street
4. the carpet
5. The key <is> new.
6. The glass <is> cheap.
7. The market <is> big.
8. The milk <is> good.
9. Is the girl happy?
10. Yes, the girl is happy.
11. ždida
12. No, the table is not new.
13. kbir
14. No, the boy isn't big, he is small.
15. No, this is not a key.
16. No, this is not a watch.
17. He is expensive.
18. He is not expensive.
19. gender and definiteness
20. The old car is cheap.
21. The big sheep is ill.
22. The old city is not near.
23. The big bag is not cheap.
24. huwa, hiya
25. nta ɛeyyan
26. waš nta ɛeyyan?
27. nti mɍiđa
28. waš nti mɍiđa?
29. this man
30. this jellaba
31. By removing the article l– before xawi.
32. personal pronoun
33. suffix
34. the subject is stressed
35. I don't have a watch.
36. You don't have a car.

37 The boy doesn't have a cigarette.
38 The woman doesn't have a bag.
39 a man
40 a key
41 a big street
42 a bad table
43 a cold country
44 a small mouse
45 that boy
46 that girl
47 that man
48 that woman
49 that watch
50 that carpet
51 that school
52 that jellaba
53 that cold country
54 that bad school
55 That country is cold.
56 The girls are happy.
57 The keys are old.
58 The doors are open.
59 The streets are small.
60 waš
61 waš r-ržal k̂baɍ?
62 waš le-bnat feɍħanin/feɍħanat?
63 waš l-biban meħlulin?
64 le-wlad ma-ši mɍađ
65 s-swaret ma-ši qdam
66 z-znaqi ma-ši mesdudin
67 s̵ǥaɍ/s̵ǥiɍat
68 s̵-s̵ǥaɍ mwessxin
69 le-mɍađ/mɍiđat ma-ši s̵ǥaɍ/s̵ǥiɍat
70 s̵-s̵ǥaɍ ma-ši mwessxin
71 waš hadu ržal?
72 waš hadu kisan?
73 waš hadu mwagen?
74 hadu mđaɍes̵ ždad.
75 hadu ƶɍabi ǥalyin.
76 hadu ma-ši ktub.
77 hadu ma-ši kiɍan mezyanin.
78 hadu ma-ši ržal feɍħanin.
79 ɛeyyanin
80 mɍađ
81 ka-nšuf-hŭm
82 la, ma-ka-nšuf-hŭm-š
83 la, ma-ka-nšufu-h-š
84 ma-ka-tšufi-h-š
85 iyeh, ka-nšufu-kŭm
86 la, ma-ka-nšufu-kŭm-š
87 had le-mɍa
88 had le-bnat
89 had l-biban
90 dak l-kaɍ
91 dik ŧ-ŧumubil
92 duk l-kiɍan
93 duk ŧ-ŧumubilat
94 dyal-ek
95 dyal-u
96 š-škara dyal-ha

Part 3

The correct answers to the questions in the theoretical texts of Lessons 42 to 65.

1 bent-i
2 smiyt-i
3 your wife
4 his name
5 her husband
6 our family
7 your child/son
8 their daughter

9 l-weld dyal-ek
10 l-bent dyal-ha
11 huwa ɛend-u
12 hiya ɛend-ha sebɛa u tlatin sana
13 5 cars
14 ꞅebɛa
15 žuž dyal le-bnat
16 tmenya dyal le-ħwala
17 I am 6 years old.
18 ɛend-ha temn snin
19 tlata dyal d-drari
20 ka-nšufu-k
21 ka-nšufu-h
22 xu-h
23 b̂b̂a-k
24 kbir bezzaf
25 ɛeyyana šwiya
26 qdima bezzaf
27 bared šwiya
28 ka-ngelsu fe-l-bit
29 ka-yetkeb waħed le-ktab
30 (ka-)nexdem, texdem, txedmi, yexdem, texdem, nxedmu, txedmu, yxedmu
31 Instead of ž-žellaba dyal-ek you see žellabt-ek. This is possible, but not a rule.
32 nheđꞅu
33 ngelsu
34 kteb, gles, hđeꞅ, semħi, semħu, heđꞅu, gelsi, ketbi, ketbu
35 ka-taklu-š
36 ka-yakŭl
37 ka-takŭl-š
38 tekteb/tketbi
39 takŭl
40 tešꞅeb/tšeꞅbi
41 (ka-)nekri, tekri, tekri, yekri, tekri, nekriw, tekriw, yekriw
42 ka-naklu s-seksu
43 s-seksu ldid
44 *ka-naklu s-seksu lli s-seksu ldid
45 *ka-naklu s-seksu lli huwa ldid
46 ka-naklu s-seksu lli ldid.
47 ka-nšuf waħed ꞅ-ꞅažel lli ka-yešꞅeb le-ħrira.
48 beɛđ l-meꞅꞅat
49 ši meꞅꞅa
50 meꞅꞅa weħda
51 waħed l-meꞅꞅa
52 žuž/tlata de-l-meꞅꞅat
53 meꞅꞅa x̂ꞅa
54 meꞅꞅa tanya
55 bezzaf de-l-meꞅꞅat
56 (ka-)naxŭd, taxŭd, tax̂di, yaxŭd, taxŭd, naxdu, taxdu, yaxdu
57 Because the action will take place in the future.
58 These are imperatives.
59 (ka-)tdir, tdiri, ydir, tdiri, ndiru, tdiru, ydiru
60 (ka-)nđenn, tđenn, tđenni, yđenn, tđenn, nđennu, tđennu, yđennu
61 past tense
62 present tense
63 present tense
64 Because it means something regularly or during some time occurring in the past.
65 present tense
66 first subject, then predicate
67 before the subject
68 the subject comes first, then the verb.
69 noun
70 suffix
71 behind the verb
72 suffix
73 suffix
74 noun
75 after the verb

76 verb
77 noun
78 suffix
79 it comes after the verb.
80 there are two possibilities: first DO then PO, or vice versa.
81 kutub mewžuda, kutub žayya, kutub ꞩalħa, kutub mezyana, ŧuɍuq žeddaba, nata'iž mezyana
82 6 days
83 10 minutes
84 saɛa
85 yumayn
86 l-bareħ
87 l-yum
88 ǥedda
89 ɛšiya
90 ꞩbaħ
91 bǥit, bǥiti, bǥiti, bǥa, bǥat, bǥina, bǥitiw, bǥaw; qɍit, qɍiti, qɍiti, qɍa, qɍat, qɍina, qɍitiw, qɍaw; klit, kliti, kliti, kla, klat, klina, klitiw, klaw
92 carpenter
93 taylor
94 cobbler
95 xerraz
96 cobbling
97 derraz, taderrazet
98 fexxaɍ, tafexxaɍet, pottery
99 debbaǥ, tadebbaǥet, tanning
100 present tense
101 (1a+1b) *ŧ-ŧbib ǥadi yeɛŧi-k d-dwa lli d-dwa ǥadi yɛawn-ek

(1') *ŧ-ŧbib ǥadi yeɛŧi-k d-dwa lli huwa ǥadi yɛawn-ek

102 (3a+3b) *ǥadi nekteb l-u d-dwa lli ǥadi yebɍa be-d-dwa

(3) ǥadi nekteb l-u d-dwa lli ǥadi yebɍa bi-h

103 (4a+4b) *waš ta-takŭl l-makla lli l-makla fi-ha l-idam?

(4a) waš ta-takŭl l-makla?
(4b) fe-l-makla (kayen) l-idam

104 (5a+5b) ǥadi nekteb l-ek d-dwa lli yemken l-ek tešri d-dwa men l-feɍmaꞩyan

(5a) ǥadi nekteb l-ek d-dwa
(5b) yemken l-ek tešri d-dwa men l-feɍmaꞩyan

105 kbeɍ, ꞩǥeɍ, sxen
106 men

Part 4

Exercises

Lesson 1, exercise a

1 š-škara
2 l-weld
3 le-mdina
4 l-kas
5 đ-đaɍ
6 le-ktab
7 s-sarut
8 l-lħem
9 l-magana
10 l-ħanut
11 z-zenqa
12 l-qehwa
13 s-suq
14 ƶ-ƶeɍbiya
15 l-kŭrsi
16 le-ħlib

Exercise b

1	le-mɍa	3	l-bit	5	l-bent	7	le-mdina
2	ŧ-ŧumubil	4	š-škara	6	l-kas	8	s-suq

Exercise c

1	l-bent, l-weld	1	the girl, the boy
2	š-škara	2	the bag
3	đ-đaɍ	3	the hose
4	le-mdina, le-ħlib	4	the city, the milk
5	ž-žib	5	the bag
6	z-zenqa	6	the street
7	s-sarut, s-suq	7	the key, the market
8	ɍ-ɍažel	8	the man

Lesson 2 Exercise a

1	hada kŭrsi	3	hada kas	5	hadi ŧumubil	7	hada sarut
2	hadi škara	4	hada weld	6	hadi đaɍ	8	hadi zenqa

Exercise b

1	hada	3	hadi	5	hada	7	hadi
2	hadi	4	hadi	6	hada	8	hada

Exercise c

1	b	3	c	5	d	7	e
2	a	4	g	6	h	8	f

Lesson 3 Exercise b

a1	feɍħan	b1	kbira	c1	ɍxiꞩ
2	ldid	2	ɍxiꞩa	2	mɍiđa
3	ldid	3	ɍxiꞩ	3	ɍxiꞩa
4	feɍħana	4	kbir	4	mɍiđ

Exercise c

1	l-magana ždida	4	l-ma ldid	7	s-sarut ždid
2	ɍ-ɍažel mɍiđ	5	l-bent mɍiđa	8	le-mɍa mɍiđa
3	l-kŭrsi ꞩǥiɍ	6	l-qehwa ldida		

Exercise d

1 l-weld feɍħan
2 le-ktab mezyan
3 ƶ-ƶeɍbiya ždida
4 l-lħem ldid
5 le-mɍa feɍħana
6 l-kas kbir
7 š-škara ɍxis̵a
8 l-bent mɍiđa
9 le-ħlib ldid
10 s-sarut ždid

Exercise e

2 le-mɍa feɍħana
3 le-mɍa mɍiđa
4 l-weld mɍiđ
5 l-weld kbir
6 ŧ-ŧumubil kbira
7 ŧ-ŧumubil ždida
8 đ-đar ždida
9 đ-đaɍ mezyana
10 l-bit mezyan

Exercise g

1 le-ktab mezyan
2 l-xŭbz ldid
3 le-mdina ždida
4 l-magana mezyana
5 s-suq kbir
6 s-sarut ždid

Lesson 4 Excercise a

1 waš l-kelb byeđ? iyeh l-kelb byeđ
2 waš ŧ-ŧebla ždida? iyeh ŧ-ŧebla ždida
3 waš l-xŭbz ldid? iyeh l-xŭbz ldid
4 waš l-bab mesdud? iyeh l-bab mesdud
5 waš le-blad qɍiba? iyeh le-blad qɍiba
6 waš l-qađi mɍiđ? iyeh l-qađi mɍiđ
7 waš l-ma mezyan? iyeh l-ma mezyan
8 waš z-zit keħla? iyeh z-zit keħla
9 waš l-ħanut meħlul? iyeh l-ħanut meħlul
10 waš le-ħlib byeđ? iyeh le-ħlib byeđ

Lesson 5 Exercise a

1 la l-ma ma-ši mezyan
2 la l-qađi ma-ši feɍħan
3 la le-blad ma-ši kbira
4 la ƶ-ƶeɍbiya ma-ši ždida
5 la l-bent ma-ši mɍiđa
6 la l-bab ma-ši mešdud
7 la ɍ-ɍažel ma-ši kbir
8 la l-xŭbz ma-ši mezyan

Exercise b

1 waš le-ktab mezyan? iyeh le-ktab mezyan
2 waš l-kas ždid? la, l-kas ma-ši ždid
3 waš le-mdina qɍiba? iyeh, le-mdina qɍiba
4 waš ƶ-ƶeɍbiya beyđa? iyeh, ƶ-ƶeɍbiya beyđa
5 waš le-mdina kbira? iyeh, le-mdina kbira
6 waš l-bab mešdud? la, l-bab ma-ši mešdud
7 waš s-sarut ždid? iyeh, s-sarut ždid

Lesson 6 Exercise a

1 waš hadi magana? iyeh, hadi magana
2 waš hadi đaɍ? la, hadi ma-ši đaɍ, hadi ŧumubil
3 waš hada kŭrsi? la, hada ma-ši kŭrsi, hada bab
4 waš hada kelb? iyeh, hada kelb
5 waš hadi zenqa? la, hadi ma-ši zenqa, hadi mdina
6 waš hada ħlib? la, hada ma-ši ħlib, hada l-ma

Exercise b

1 waš hada ktab? la, hadi ŧebla
2 waš hada ɍažel? iyeh, hada ɍažel
3 waš hada sarut? la, hadi škara
4 waš hadi ŧebla? la, hada kŭrsi
5 waš hadi magana? iyeh, hadi magana
6 waš hadi zenqa? la, hadi ƶeɍbiya

Lesson 7 Exercise a

1 qɍib hada!
2 ždida hadi!
3 ǥalya hadi!
4 mezyana hadi!
5 kbir hada!
6 s̶g̶i̶ɍa hadi!

Exercise d

1 ldid instead of meśdud
2 l-weld instead of le-weld
3 hada instead of hadi
4 feɍħana instead of feɍħan
5 ɍ-ɍažel instead of l-ɍažel
6 la, l-bent ma-ši kbira
7 ždid instead of ždida
8 ždida instead of feɍħana
9 correct
10 ždida instead of mɍiđa
11 correct
12 hada instead of hadi

Lesson 8 Exercise a

1 iyeh huwa feɍħan
2 iyeh hiya s̶g̶i̶ɍa
3 iyeh hiya mɍiđa
4 iyeh huwa s̶g̶i̶ɍ
5 iyeh hiya feɍħana
6 iyeh huwa mɍiđ

Exercise b

1 waš ž-žellaba ǥalya? iyeh, hiya ǥalya
2 waš l-magana ɍxis̶a? iyeh hiya ɍxis̶a
3 waš l-ħanut meśdud? iyeh, huwa meśdud
4 waš l-qehwa mezyana? iyeh, hiya mezyana
5 waš l-kas kbir? iyeh, huwa kbir
6 waš s-sŭkkaɍ mezyan? iyeh, huwa mezyan

Exercise c

1 hadi mdina, hiya qɍiba
2 hadi zit, hiya ldida
3 hadi blad, hiya s̶g̶i̶ɍa
4 hada kŭrsi, huwa ždid

5 hadi zenqa, hiya kbira
6 hada bab, huwa meħlul
7 hada sŭkkaṛ, huwa ġali
8 hadi žellaba, hiya ġalya

Exercise d

1 waš l-kelb kbir? la, huwa ma-ši kbir
2 waš s-suq qṛib? la huwa ma-ši qṛib
3 waš l-lħem ġali? la, huwa ma-ši ġali
4 waš l-qaḍi feṛħan? la huwa ma-ši feṛħan
5 waš l-qehwa meħlula? la hiya ma-ši meħlula
6 waš s-sarut ždid? la huwa ma-ši ždid
7 waš le-ktab ṛxiṣ? la, huwa ma-ši ṛxiṣ
8 waš s-sŭkkaṛ ṛxiṣ? la, huwa ma-ši ṛxiṣ
9 waš ḍ-ḍaṛ ždida? la hiya ma-ši ždida
10 waš š-škara beyḍa? la, hiya ma-ši beyḍa

Exercise e

1 la, l-bit ma-ši kbir, huwa ṣġiṛ
2 la, l-kelb ma-ši byeḍ, huwa kħel
3 la, l-bab ma-ši meħlul, huwa mešdud
4 la, l-xŭbz ma-ši kħel, huwa byeḍ
5 la, le-mdina ma-ši ždida, hiya qdima
6 la, ṭ-ṭebla ma-ši kbira, hiya ṣġiṛa
7 la, l-qehwa ma-ši mešduda, hiya meħlula

Exercise f

1 m
2 c
3 i
4 j
5 g
6 l
7 d
8 k
9 e
10 b

Lesson 9 Exercise a

1 hadi bent ħzina
2 hadi škara qdima
3 hada qaḍi ħzin
4 hada weld feṛħan
5 hada bab mesdud
6 hadi ṭebla mezyana
7 hadi meḍṛaṣa bɛida
8 hadi mdina qdima
9 hada l-ma l-ldid

Exercise b

1 l-ħewli le-kbir
2 l-meḍṛaṣa le-bɛida
3 l-qehwa l-ldida
4 l-berrad le-qdim
5 le-mṛa le-ħzina
6 l-meɛza ṣ-ṣġiṛa

Exercise c

1 ṭ-ṭumubil ž-ždida fe-z-zenqa
2 le-mdina le-qdima fe-l-meġrib
3 z-zit ž-ždida fe-l-kas
4 s-suq le-qṛiba fe-z-zenqa
5 ž-žellaba l-beyḍa fe-š-škara
6 ṛ-ṛažel le-kbir fe-l-ħanut

Lesson 10 Exercise a

2 l-xŭbz le-kħel ldid
3 l-xŭbz le-kħel ɍxiꞩ
4 ŧ-ŧumubil l-keħla ɍxiꞩa
5 ŧ-ŧumubil le-qdima ɍxiꞩa
6 ŧ-ŧumubil le-qdima mezyana

Exercise b

1	l-međɍaꞩa ž-ždida ma-ši qɍiba	The new school isn't near.
2	ŧ-ŧumubil l-keħla ma-ši ɍxiꞩa	The black car isn't cheap.
3	waš l-kŭrsi le-kħel ždid?	Is the black chair new?
4	l-bab l-mešdud ma-ši byeđ	The closed door isn't white.
5	s-sarut ma-ši ꞩǥiɍ	The key isn't small.
6	waš l-berrad ž-ždid mezyan?	Is the new teapot good?
7	ɍ-ɍažel le-kbir ma-ši qađi	The old man isn't a judge.
8	ž-žellaba ž-ždida ma-ši ɍxiꞩa	The new jellaba isn't cheap.

Lesson 11 Exercise b

mħemmed: ɍ-ɍažel le-kbir, waš huwa feɍħan?
xadiža: la, huwa ma-ši feɍħan, u nta, waš nta feɍħan?
mħemmed: iyeh, ana feɍħan, u nti ma-ši feɍħana?
xadiža: la, ana ma-ši feɍħana.
ħmed: l-bent ꞩ-ꞩǥiɍa, waš hiya mɍiđa?
dris: iyeh, hiya mɍiđa u nta, waš nta mɍiđ?
ħmed: la, ana ma-ši mɍiđ, u nta, waš nta mɍiđ?
dris: iyeh, ana mɍiđ
mħemmed: le-mɍa le-kbira, waš hiya ɛeyyana?
ɛayša: la, hiya ma-ši ɛeyyana, u nta, waš nta ɛeyyan?
mħemmed: iyeh, ana ɛeyyan, u nti, waš nti ɛeyyana?
ɛayša: la, ana ma-ši ɛeyyana.

Lesson 12 Exercise a

1 huwa fe-š-škara
2 hiya f-le-mdina
3 hiya fe-z-zenqa
4 huwa fe-s-sefli
5 hiya fe-l-buꞩŧa
6 huwa fe-l-ingliz
7 hiya fe-l-meǥrib
8 huwa fe-ž-žib

Exercise b

impossible: 2, 5 en 6

Lesson 13 Exercise b

1 la, l-weld ma-ši fe-z-zenqa, huwa f-le-mdina
2 la, l-bent ma-ši fe-l-ingliz, hiya fe-l-meǥrib
3 la, ɍ-ɍažel ma-ši fe-l-ħanut, huwa fe-đ-đaɍ
4 la, ƶ-ƶeɍbiya ma-ši fe-z-zenqa, hiya fe-đ-đaɍ
5 la, l-xŭbz ma-ši fe-s-suq, huwa fe-l-ħanut
6 la, l-ma ma-ši fe-s-stilu, huwa fe-l-kas

Lesson 14 Exercise b

1	d	3	e	5	i	7	c
2	g	4	a	6	j	8	f

Exercise c

1	f	5	b	9	c
2	d	6	j	10	e
3	a	7	h		
4	i	8	g		

Exercise d

1	l-weld, waš huwa feɍħan?	The boy, is he happy?
2	ɍ-ɍažel le-kbir ma-ši feɍħan.	The old man isn't happy.
3	waš nta feɍħan?	Are you ♂ happy?
4	fayn s-sarut ž-ždid?	Where is the new key?
5	l-weld le-kbir ma-ši fe-l-međɍaꞩa.	The big boy is not at school.
6	waš nti mɍiđa?	Are you ♀ ill?
7	la, ana ma-ši mɍiđa, ana ɛeyyana.	No, I'm not ill, I'm tired.
8	š-škara ž-ždida hdiya mezyana.	The new bag is a good gift.
9	waš ŧ-ŧebla fe-l-bit? la, hiya fe-z-zenqa.	Is the table in the room? No, it's on the street.
10	l-bit le-kbir fe-s-sefli.	The large room is on the ground floor.
11	ž-žellaba l-keħla ma-ši beyđa.	The black jellaba isn't white.

Lesson 15 Exercise a

1 a faŧima, waš ka-tšufi l-qađi? iyeh, ka-nšuf l-qađi
2 a faŧima, waš ka-tšufi l-meɛza? iyeh, ka-nšuf l-meɛza
3 a faŧima, waš ka-tšufi l-berrad? iyeh, ka-nšuf l-berrad
4 a faŧima, waš ka-tšufi l-kaɍ? iyeh, ka-nšuf l-kaɍ

5 a faŧima, waš ka-tšufi l-gaŕŕu? iyeh, ka-nšuf l-gaŕŕu
6 a ħmed, waš ka-tšuf l-g̶ŭŕŕaf? iyeh, ka-nšuf l-g̶ŭŕŕaf
7 a ħmed, waš ka-tšuf l-ħewli? iyeh, ka-nšuf l-ħewli
8 a ħmed, waš ka-tšuf le-ħmaŕ? iyeh, ka-nšuf le-ħmaŕ
9 a ħmed, waš ka-tšuf le-mdina? iyeh, ka-nšuf le-mdina
10 a ħmed, waš ka-tšuf š-šems? iyeh, ka-nšuf š-šems

Exercise b

1 a xadiža, waš ka-tšufi l-magana le-qdima?
2 a ɛli, waš ka-tšuf s-sarut s̶-s̶g̶iŕ?
3 a ħmed, waš ka-tšuf l-kas le-kbir?
4 a faŧima, waš ka-tšufi l-kŭrsi le-qdim?
5 a musŧafa, waš ka-tšuf š-škara ž-ždida?
6 a ɛayša, waš ka-tšufi l-weld l-feŕħan?
7 a mħemmed, waš ka-tšuf l-bab l-mesdud?
8 a dris, waš ka-tšuf z-zit l-ldida?

Exercise c

2 nta ka-tšuf l-weld
3 nti ka-tšufi l-weld
4 nti ka-tšufi ŕ-ŕažel le-kbir
5 ana ka-nšuf ŕ-ŕažel le-kbir
6 nta ka-tšuf ŕ-ŕažel le-kbir
7 nta ka-tšuf le-mŕa le-kbira

Lesson 16 Exercise a

1 iyeh, ka-nšuf ŕažel
2 la, ma-ka-nšuf-š ħewli
3 la, ma-ka-nšuf-š ƶeŕbiya
4 iyeh, ka-nšuf đaŕ
5 la, ma-ka-nšuf-š berrad
6 iyeh, ka-nšuf sarut
7 la, ma-ka-nšuf-š meɛza
8 iyeh, ka-nšuf kŭrsi
9 la, ma-ka-nšuf-š škara
10 la, ma-ka-nšuf-š g̶ŭŕŕaf

Lesson 18 Exercise a

1 la, ma-ka-nšuf-u-š
2 la, ma-ka-nšuf-u-š
3 la, ma-ka-nšuf-u-š
4 iyeh, ka-nšuf-u
5 la, ma-ka-nšuf-ha-š
6 iyeh, ka-nšuf-ha
7 iyeh, ka-nšuf-ha
8 la, ma-ka-nšuf-ha-š
9 la, ma-ka-nšuf-ha-š
10 la, ma-ka-nšuf-ha-š

Exercise b

1 iyeh, ka-nšuf-ha
2 la, ma-ka-nšuf-u-š
3 la, ma-ka-nšuf-ha-š
4 iyeh, ka-nšuf-ha
5 la, ma-ka-nšuf-ha-š
6 iyeh, ka-nšuf-ha
7 iyeh, ka-nšuf-u
8 la, ma-ka-nšuf-u-š

Exercise d

ɛli:	ana ma-ka-nšuf-š l-berrad ž-ždid, u nta a mħemmed, waš ka-tšuf-u?
mħemmed:	la, ma-ka-nšuf-u-š walakin ka-nšuf l-berrad le-qdim.
ɛli:	fayn ka-tšuf-u?
mħemmed:	ka-nšuf-u fe-ŧ-ŧebla fe-l-bit ꞩ-ꞩǥiɍ.
musŧafa:	a faŧima, waš ka-tšufi le-mɍa le-kbira fe-z-zenqa?
faŧima:	la, ma-ka-nšuf-ha-š, ka-nšuf ǥir mɍa ꞩǥiɍa.
musŧafa:	fayn ka-tšufi-ha? ana ka-nšuf ǥir ɍažel u kelb.
faŧima:	hiya ħda l-busŧa.
musŧafa:	iyeh, ħetta ana ka-nšuf-ha.

Lesson 19 Exercise b

1 iyeh, ka-nšuf-u
2 la, ma-ka-nšuf-ha-š
3 iyeh, ka-nšuf-ha
4 la, ma-ka-nšuf-u-š
5 la, ma-ka-nšuf-ha-š
6 la, ma-ka-nšuf-u-š
7 iyeh, ka-nšuf-u
8 iyeh, ka-nšuf-u
9 la, ma-ka-nšuf-u-š
10 iyeh, ka-nšuf-ha

Lesson 20 Exercise a

1 nta ka-tšuf l-weld
2 nti ka-tšufi l-ma
3 ana ka-nšuf le-ktab
4 nti ka-tšufi l-međɍaꞩa
5 ana ka-nšuf ƶ-ƶeɍbiya
6 nta ka-tšuf s-stilu
7 ana ka-nšuf s-sarut

Exercise b

1 ma-ka-nšuf-š s-suq u nta a mħemmed, waš ka-tšuf-u?
2 ma-ka-nšuf-š l-ħanut u nta a mħemmed, waš ka-tšuf-u?
3 ma-ka-nšuf-š l-meɛza u nta a mħemmed, waš ka-tšuf-ha?
4 ma-ka-nšuf-š le-hdiya u nti a faŧima, waš ka-tšufi-ha?
5 ma-ka-nšuf-š l-bent u nti a faŧima, waš ka-tšufi-ha?
6 ma-ka-nšuf-š ž-žellaba u nti a faŧima, waš ka-tšufi-ha?

Exercise c

1 l-međɍaꞩa, hiya ma-ši kbira
2 đ-đaɍ, hiya ɍxiꞩa
3 s-stilu, waš huwa mezyan?
4 l-berrad, huwa ꞩǥiɍ
5 l-kaɍ, huwa ma-ši ǥali
6 le-mdina, waš hiya qɍiba?

Lesson 21 Exercise a

1 l-g̶ŭr̶r̶af le-kbir, ka-tšuf-u
2 t̶-t̶umubil s̶-s̶g̶ir̶a, ka-tšufi-ha
3 l-kar̶ ž-ždid, ka-nšuf-u
4 l-weld l-fer̶ħan, ka-tšuf-u
5 le-mdina, waš ka-tšuf-ha?
6 l-bent, waš ka-tšufi-ha?
7 l-gar̶r̶u, waš ka-tšuf-ha?
8 l-bus̶t̶a le-kbira, waš ka-tšufi-ha?
9 l-ħewli, ma-ka-nšuf-u-š
10 ž-žellaba, ma-ka-tšuf-ha-š
11 l-magana ž-ždida, ma-ka-tšufi-ha-š
12 l-meɛza, ma-ka-nšuf-ha-š

Exercise b

1 ana, waš ka-tšufi-ni?
2 huwa, ka-nšuf-u
3 nta/nti, ma-ka-nšuf-ek-š
4 huwa, waš ka-tšuf-u?
5 hiya, ma-ka-nšuf-ha-š
6 nta/nti ka-nšuf-ek

Exercise c

1 hiya, ka-tšufi-ha
2 ana ka-nšuf le-mdina le-qdima
3 le-ħmar̶ le-kħel, ma-ka-tšuf-u-š
4 nta/nti, ma-ka-nšuf-ek-š
5 ž-žellaba ž-ždida, waš ka-tšufi-ha?
6 nti, ma-ka-tšufi-ni-š
7 ana, waš ka-tšuf-ni?
8 đ-đar̶ l-beyđa, ka-nšuf-ha
9 r̶-r̶ažel, waš ka-tšuf-u?

Lesson 22 Exercise b

1 a ħmed, šuf waš le-mr̶a ɛeyyana
2 a fat̶ima, šufi waš l-weld mr̶iđ
3 a mħemmed, šuf waš l-bent ħzina
4 a ɛayša, šufi waš l-ħanut mesdud
5 a mes̶t̶afa, šuf waš s-sefli kbir
6 a nɛima, šufi waš l-bus̶t̶a meħlula

Lesson 23 Exercise a

1 iyeh, had l-kar̶ kbir
2 la, had le-fraš ma-ši ždid
3 iyeh, had le-hdiya g̶alya
4 la, had l-kŭnnaš ma-ši r̶xis̶
5 iyeh, had l-wad qr̶ib
6 la, had l-lħem ma-ši ldid

Exercise b

1 la, had le-fraš ma-ši ždid
2 iyeh, had le-hdiya r̶xis̶a
3 la, had l-g̶ŭr̶r̶af ma-ši kbir
4 iyeh, had l-gar̶r̶u mezyan
5 iyeh, had l-kar̶ qdim
6 la, had đ-đar̶ ma-ši s̶g̶ir̶a

Exercise d

1 had l-weld ħzin walakin had l-bent feɍħana
2 had s-sŭkkaɍ ǥali walakin had s-stilu ɍxis̵
3 had ƶ-ƶeɍbiya s̵ǥiɍa walakin had ŧ-ŧebla kbira
4 had l-meɛza mɍiđa walakin had l-ħewli ma-ši mɍiđ
5 had le-ktab meħlul walakin had l-kŭnnaš mesdud
6 had le-mdina qɍiba walakin had le-blad bɛida

Exercise e

1 xawi
2 l-kŭnnaš
3 mezyan
4 le-kħel
5 ŧ-ŧumubil
6 ldida
7 xawi
8 s̵-s̵ǥiɍa

Lesson 24 Exercise a

1 iyeh, ɛend-i stilu xawi
2 iyeh, ɛend-u ħmaɍ kbir
3 iyeh, ɛend-u bit xawi
4 iyeh, ɛend-i ħanut s̵ǥiɍ
5 iyeh, ɛend-u meɛza mɍiđa
6 iyeh, ɛend-i lħem ldid

Exercise b

1 waš ɛend-i kelb?
2 waš ɛend-ek weld?
3 waš ɛend-ha škara?
4 waš ɛend-ek xŭbz?
5 waš ɛend-i qehwa?
6 waš ɛend-u kas?
7 waš ɛend-ha stilu?
8 waš ɛend-ek bent?

Exercise c

1 l-qađi waš ɛend-u đaɍ kbira?
2 ɍ-ɍažel ɛend-u magana qdima
3 l-bent waš ɛend-ha škara xawya?
4 l-weld ɛend-u ħlib ldid
5 le-mɍa ɛend-ha ɍažel feɍħan

Lesson 25 Exercise a

1 iyeh, ɛend-i žellaba
2 la, ma-ɛend-i-š ŧebla
3 la, ma-ɛend-i-š berrad
4 la, ma-ɛend-i-š ŧumubil
5 la, ma-ɛend-i-š škara
6 iyeh, ɛend-i sarut
7 la, ma-ɛend-i-š kaɍ
8 iyeh, ɛend-i kŭrsi

Exercise b

1 a ħmed, waš ɛend-ek ħewli? la, ħewli ma-ɛend-i-š
2 a ħmed, waš ɛend-ek qehwa? la, qehwa ma-ɛend-i-š

3 a ħmed, waš εend-ek l-ma? la, l-ma ma-εend-i-š
4 a εayša, waš εend-ek fraš? la, fraš ma-εend-i-š
5 a εayša, waš εend-ek ħanut? la, ħanut ma-εend-i-š
6 a εayša, waš εend-ek bab? la, bab ma-εend-i-š

Exercise c

1 huwa εend-u bit walakin đaɍ ma-εend-u-š
2 nta εend-ek ħewli, walakin ħmaɍ ma-εend-ek-š
3 hiya εend-ha weld walakin bent ma-εend-ha-š
4 ana εend-i škara walakin ktab ma-εend-i-š
5 nti εend-ek kŭnnaš walakin stilu ma-εend-ek-š
6 huwa εend-u kŭrsi walakin ŧebla ma-εend-u-š

Lesson 26 Exercise a

1 hadi waħed le-blad barda
2 hada waħed le-fraš byeđ
3 hada waħed l-gaɍɍu xayeb
4 hadi waħed le-mɍa ħzina
5 hadi waħed đ-đaɍ xawya
6 hada waħed s-stilu mezyan
7 hadi waħed le-mdina qɍiba
8 hada waħed l-faɍ ꞩǥiɍ
9 hadi waħed l-buꞩŧa qɍiba
10 hada waħed l-wad ꞩǥiɍ

Exercise c

1 huwa εend-u waħed l-kŭnnaš xawi
2 nta εend-ek waħed le-ktab ždid
3 hiya εend-ha waħed l-bab kbir
4 ana εend-i waħed l-ħewli mɍiđ
5 nti εend-ek waħed le-ktab mezyan
6 nta ka-tšuf waħed ŧ-ŧumubil xayba
7 ana ka-nšuf waħed l-bit kbir
8 nti ka-tšufi waħed l-kelb ꞩǥiɍ
9 nta ka-tšuf waħed đ-đaɍ barda
10 ana ka-nšuf waħed l-kas xawi

Lesson 27 Exercise a

1 dik le-blad ma-ši barda, hiya sxuna
2 dik l-buꞩŧa ma-ši beyđa, hiya keħla
3 dak le-fraš ma-ši xayeb, huwa mezyan
4 dak l-ǥŭɍɍaf ma-ši xawi, huwa εameɍ
5 dak l-gaɍɍu ma-ši ldid, huwa xayeb
6 dak l-xŭbz ma-ši bared, huwa sxun
7 dak s-suq ma-ši xayeb, huwa mezyan

Exercise c

The odd ones out:

1 ꞩabun
2 suq
3 kŭrsi
4 l-xŭbz
5 šems
6 sefli
7 ŧumubil
8 kelb

Lesson 28 Exercise a

1 weld-wlad
2 bit-byut
3 kŭnnaš-knaneš
4 kas-kisan
5 ħmaɍ-ħmiɍ
6 berrad-brared
7 žib-žyub
8 kelb-klab
9 ɍ-ɍažel - r-ržal
10 l-međɍaꞩa - le-mđaɍeꞩ
11 z-zenqa - z-znaqi
12 l-bab - l-biban
13 ƶ-ƶeɍbiya - ƶ-ƶɍabi
14 le-ktab - le-ktub
15 l-bent - le-bnat
16 đ-đaɍ - đ-đyuɍ

Exercise b

1 le-ktub, b
2 ŧ-ŧbali, e
3 le-bnat, c
4 s-swaret, a
5 đ-đyuɍ, b
6 l-biban, d
7 ƶ-ƶɍabi, e
8 le-mwagen, a
9 r-ržal, c
10 z-znaqi, e
11 l-kiɍan, d
12 le-mđaɍeꞩ, a

Lesson 29 Exercise a

1 ždid - ždad
2 mešdud - mešdudin
3 byeđ - buyeđ
4 mezyan - mezyanin
5 ǥali - ǥalyin
6 ɍxiꞩ - ɍxaꞩ
7 ɛeyyan - ɛeyyanin
8 mwessex - mwessxin
9 meħlul - meħlulin
10 kħel - kuħel

Lesson 30 Exercise a

1 le-wlad feɍħanin
2 le-mwagen qdam
3 le-byut ꞩǥaɍ
4 ž-žyub k̂baɍ
5 ŧ-ŧbali mwessxin
6 s-swaret ždad
7 le-knaneš buyeđ
8 r-ržal ɛeyyanin
9 le-brared ɍxaꞩ
10 le-bnat mɍađ

Exercise c

1 le-bnat mɍađ
2 s-swaret ꞩǥaɍ
3 l-kisan qdam
4 z-znaqi meħlulin
5 r-ržal ɛeyyanin
6 đ-đyuɍ buyeđ
7 ƶ-ƶɍabi mwessxin
8 le-byut k̂baɍ

Lesson 31 Exercise b

1 waš le-bnat ꞩ-ꞩǥaɍ mwessxin
2 r-ržal le-k̂baɍ ma-ši ɛeyyanin
3 l-biban l-mešdudin kuħel
4 waš le-mwagen l-mezyanin ǥalyin
5 l-kiɍan ž-ždad ǥalyin
6 ŧ-ŧbali ma-ši ždad

1 Are the small girls dirty?
2 The old men aren't tired.
3 The closed doors are black.
4 Are the good watches expensive?
5 Are the new buses expensive?
6 The tables aren't new.

Lesson 32 Exercise a

1 hadu klab, le-klab ꞩǥaɍ, hadu klab ꞩǥaɍ
2 hadu mđaɍeꞩ, le-mđaɍeꞩ k̂baɍ, hadu mđaɍeꞩ k̂baɍ
3 hadu knaneš, le-knaneš ždad, hadu knaneš ždad
4 hadu brared, le-brared qdam, hadu brared qdam
5 hadu ħmir, le-ħmir k̂baɍ, hadu ħmir k̂baɍ
6 hadu ɛyalat, le-ɛyalat feɍħanin, hadu ɛyalat feɍħanin

Exercise b

1 iyeh hadu ɛyalat. iyeh le-ɛyalat feɍħanin
2 la, hadu ma-ši znaqi, hadu ƶɍabi. la, ƶ-ƶɍabi ma-ši kuħel, ƶ-ƶɍabi buyeđ
3 iyeh, hadu đyuɍ. la, đ-đyuɍ ma-ši ždad, đ-đyuɍ qdam
4 la, hadu ma-ši ħmir, hadu wlad. iyeh, le-wlad ɛeyyanin
5 la hadu ma-ši kisan, hadu biban. iyeh, l-biban mesdudin
6 la, hadu ma-ši žyub, hadu swaret. la, s-swaret ma-ši ꞩǥaɍ, s-swaret k̂baɍ

Lesson 33 Exercise a

1 huma fe-š-škara
2 huma fe-ž-žib
3 huma fe-l-ħanut
4 huma fe-s-sefli
5 huma fe-z-zenqa
6 huma fe-l-bit

Exercise b

1 le-bnat ꞩ-ꞩǥaɍ, waš huma fe-l-buꞩŧa?
2 l-kisan ž-ždad, waš huma ǥalyin?
3 le-klab le-k̂baɍ, waš huma mwessxin?
4 le-ɛyalat l-ɛeyyanin, waš huma mɍađ?
5 le-mđaɍeꞩ le-qdam, waš huma f-le-mdina?
6 đ-đyuɍ l-mezyanin, waš huma ɍxaꞩ?

Lesson 34 Exercise a

1 a ržal, waš ka-tšufu le-krasa?
2 a ržal, waš ka-tšufu le-ɛyalat?
3 a ržal, waš ka-tšufu le-qhawi?
4 a ržal, waš ka-tšufu ž-žlaleb?
5 a lalliyat, waš ka-tšufu le-ħwanet
6 a lalliyat, waš ka-tšufu le-kbabeŧ?
7 a lalliyat, waš ka-tšufu le-ħwala?

Lesson 35 Exercise a

ħmed: a faŧima, ana ka-nšuf waħed l-weld kbir, waš ka-tšufi-h?
faŧima: la, ma-ka-nšuf-u-š.
ħmed: u ntuma a r-ržal, waš ka-tšufu l-weld le-kbir?
musŧafa: la, ma-ka-nšufu-h-š, fayn huwa?
ħmed: waš ka-tšufu ŧ-ŧumubil l-beyđa?
ana ka-nšuf-u ħda dik ŧ-ŧumubil.
faŧima: a r-ržal, le-ħwala l-kuħel, waš ka-tšufu-hŭm?
ɛli: la, ma-ka-nšufu-hŭm-š, ka-nšufu ǥir le-ħwala l-buyeđ.
faŧima: le-ħwala l-kuħel ħda-hŭm a r-ržal.
waš ka-tšufu dik đ-đaɍ ꞩ-ꞩǥiɍa?
ɛli: iyeh, ka-nšufu-ha
faŧima: muɍa-ha ka-nšufu-hŭm.
daba ka-tšufu-hŭm ya-k?
ɛli: iyeh,daba ka-nšufu-hŭm, žuž d-le-ħwala kuħel.

Exercise b

1 iyeh, l-quđat ka-nšuf-hŭm
2 la, l-berrad ma-ka-nšuf-u-š
3 la, l-kelb ma-ka-nšufu-h-š
4 iyeh, ŧ-ŧebla ka-nšuf-ha
5 la, l-ħewli ma-ka-nšufu-h-š
6 iyeh, ƶ-ƶeɍbiya ka-nšuf-ha

Lesson 36 Exercise b

1 ntuma ma-ka-tšufu-š le-brared ž-ždad/le-brared ž-ždad· ntuma ma-ka-tšufu-hŭm-š
2 a lalliyat, waš ka-tšufu-na?/a lalliyat, ħna, waš ka-tšufu-na?
3 ka-nšufu-kŭm/ntuma, ka-nšufu-kŭm
4 a ržal, waš ka-tšufu l-kiɍan?/a ržal, l-kiɍan, waš ka-tšufu-hŭm?
5 ma-ka-nšufu-š s-swaret le-k̂baɍ./s-swaret le-k̂baɍ, ma-ka-nšufu-hŭm-š
6 a lalliyat, waš ka-tšufu le-klab?/a lalliyat, le-klab, waš ka-tšufu-hŭm?

Lesson 37 Exercise a

1a ħmed u ɛayša, šufu dik l-međɍaꞩa!
2a mħemmed u musŧafa, šufu dik š-škara!
3 a le-ɛyalat, šufu dak s-stilu
4 a r-ržal, šufu dak l-kŭnnaš
5 a xadiža u faŧima, šufu dak l-kŭrsi
6 a le-ɛyalat, šufu dak le-ktab!

Exercise b

1 šuf
2 šufu
3 šufu
4 šufi
5 šufu
6 šufu
7 šuf
8 šufi

Lesson 38 Exercise a

1 had le-wlad le-mɍađ.
2 had đ-đyuɍ buyeđ.
3 duk le-ħmiɍ le-k̂baɍ.
4 duk le-mwagen ǥalyin.
5 had ŧ-ŧbali le-qdam.
6 duk z-znaqi ꞩ-ꞩǥaɍ.
7 duk l-biban meħlulin.
8 had l-bŭldan mezyanin.

Lesson 39 Exercise b

1 la, brared ma-ɛend-na-š
2 la, knaneš ma-ɛend-i-š
3 la, wlad ma-ɛend-na-š
4 la, wlad ma-ɛend-na-š
5 la, žlaleb ma-ɛend-i-š
6 la, bnat ma-ɛend-na-š

Lesson 40 Exercise a

1 iyeh, hadi l-bent dyal-u
2 iyeh, hada s-sarut dyal-i
3 iyeh, hada l-kŭrsi dyal-i
4 iyeh, hadi ƶ-ƶeɍbiya dyal-ha
5 iyeh, hadi l-meɛza dyal-u
6 iyeh, hadi ž-žellaba dyal-ha

Exercise b

1 magana, ma-ɛend-i-š
2 kaɍ, ma-ɛend-na-š
3 ŧumubil, ma-ɛend-na-š
4 ŧebla, ma-ɛend-i-š
5 đaɍ, ma-ɛend-i-š
6 kas, ma-ɛend-na-š
7 ktab, ma-ɛend-i-š
8 ħanut, ma-ɛend-na-š

Lesson 41 Exercise b

1 iyeh, hadi dyal-u
2 la, hada ma-ši dyal-i
3 la, hadi ma-ši dyal-na
4 iyeh, hada dyal-i
5 la, hada ma-ši dyal-hŭm
6 iyeh, hada dyal-ha
7 iyeh, hadu dyal-na
8 iyeh, hadu dyal-hŭm

Exercise c

1 had le-fraš dyal-i
2 had le-hdiya dyal-i
3 had l-međɍaꞩa dyal-i
4 had le-knaneš dyal-i
5 had le-blad dyal-i
6 had le-ktab dyal-i
7 had le-ħwala dyal-i
8 had l-bit dyal-i

Lesson 42 Exercise b

1 waš bent-ek ɛeyyana be-s̶-s̶eħħ?
2 waš mɍat-u mɍiđa be-s̶-s̶eħħ?
3 waš weld-ek kbir daba be-s̶-s̶eħħ?
4 waš ɛa'ǐlt-i fe-l-ingliz be-s̶-s̶eħħ?
5 waš bent-u fe-l-meǥrib be-s̶-s̶eħħ?
6 waš ɍažel-ha meǥribi be-s̶-s̶eħħ?
7 waš mɍat-i feɍħana be-s̶-s̶eħħ?
8 waš ɛa'ǐlt-ek kbira be-s̶-s̶eħħ?

Exercise c

1 mɍat-u ɛend-ha xemsa u ɛešrin sana
2 weld-i ɛend-u waħed u ɛešrin sana
3 bent-ek ɛend-ha tlata u tlatin sana
4 ɍažl-i ɛend-u sebɛa u tlatin sana
5 ana ɛend-i tesɛa u ɛešrin sana
6 nti ɛend-ek ɍebɛa u ɛešrin sana
7 ɍažel-ha ɛend-u tmenya u tlatin sana
8 nta ɛend-ek setta u ɛešrin sana

Exercise e

1 iyeh, huma saknin fe-l-ingliz
2 iyeh, huwa saken fe-l-meǥrib
3 iyeh, hiya sakna fe-l-meǥrib
4 iyeh, huma saknin fe-l-ingliz
5 iyeh, ana saken fe-l-ingliz
6 la, ana ma-sakna-š fe-l-ingliz mɛa ɍažl-i
7 la, huwa ma-saken-š fe-l-meǥrib
8 la, huma ma-saknin-š mɛa-na
9 la, hiya ma-sakna-š mɛa-ya fe-l-ingliz
10 la, ħna ma-saknin-š f-had le-blad

Exercise f

1 saknin
2 galsa
3 saknin
4 gales
5 saken
6 sakna
7 gales
8 galsin

Exercise g

1 nti sakna, r-ržal saknin
2 hiya galsa, le-ɛyalat galsin
3 nta naɛes, le-mɍa naɛsa
4 l-kelb gales, mɍat-i galsa
5 ɍažel-ha saken, le-wlad saknin
6 nti naɛsa, ntuma naɛsin

Exercise i

1 žuž d-le-ktub
2 setta dyal le-bnat
3 ɍebɛa dyal đ-đyuɍ
4 tmenya dyal le-ħwala
5 sebɛa dyal ŧ-ŧumubilat
6 xemsa dyal le-wlad
7 tlata dyal le-knaneš
8 tmenya dyal le-ħmiɍ

Lesson 43 Exercise a

1 ɍažl-ek ɛend-u tmenya u ɛešrin sana
2 bent-u ɛend-ha telt snin
3 d-drari dyal-hŭm ɛend-hŭm telt snin u xems snin

4 weld-na ɛend-u ɍebɛ snin
5 ɍažel-ha ɛend-u sebɛa u tlatin sana
6 mɍat-i ɛend-ha tesɛud u tlatin sana

Exercise e

1 ana ɛend-i xu-ya u b̂b̂a a u m̂m̂-i fe-l-ingliz.
2 u nta, waš ɛend-ek ɛa'ĭlt-ek hnaya?
3 b̂b̂a a ɛend-u xu-h u x̂t-u u mɍat-u u d-drari dyal-u fe-l-ingliz, ɛa'ĭlt-u kŭll-ha fe-l-ingliz.
4 nta, waš ɛend-ek ɛa'ĭlt-ek fe-l-meǥrib?
5 xu-k u b̂b̂a a-k ma-ši fe-l-ingliz?
6 hadi telt šhuɍ baš šeft xu-k.
7 daba ɛa'ĭlt-ek kŭll-ha fe-l-meǥrib?

Lesson 44 Exercise a

1 correct
2 incorrect
3 the other way round – 2 boys and 1 girl
4 incorrect
5 correct

Exercise b

1 waš d-drari dyal-ek saknin mɛa-k?
2 waš ɛend-ek drari?
3 šnu smiyt-ek?
4 waš nta mzewwež?
5 mnayn nta?
6 šħal hadi u nta f-merikan?
7 šħal f-ɛemɍ-ek?

Exercise c

1 g
2 f
3 b
4 d
5 c
6 e
7 a

Exercise e

1 (ana) smiyt-i mħemmed ben ɛebdeħħah
2 ana men l-meǥrib
3 ma-ɛend-i-š l-paspuɍ
4 hadi xems snin w-ana fe-l-ingliz
5 ɛend-i tesɛud u ɛešrin sana
6 iyeh, ana mzewwež
7 hadi telt snin u ɛa'ĭlt-i fe-l-ingliz

Exercise g

ṛažl-i saken fe-l-ingliz walakin ana sakna fe-l-meġrib mɛa d-drari dyal-na. ɛend-na xemsa de-d-drari, huma saknin mɛa-ya. ṛažl-i ma-ɛend-u-š ḍar fe-l-ingliz, ɛend-u ġir waḥed l-bit ṣġir

Exercise h

A name: ɛli l-yenduzi, male, 35 years old, unmarried, no children, brother in Canada.
B name: faṭima bent ɛebd s-slam, female, 26 years old, 9 years in Canada, married, 3 children, husband and children in Canada.
C name: dris ɛašur, male, 10 years in Canada, married, 3 children, has wife, children and unmarried brother Ahmed in Canada.

Lesson 45 Exercise b

1 g
2 d
3 a
4 c
5 b
6 e
7 f

Exercise c

1 la, hiya kbira šwiya
2 la, hiya ġalya šwiya
3 la, huwa mṛiḍ šwiya
4 la, huwa qdim šwiya
5 la, hiya ɛeyyana šwiya
6 la, hiya mwessxa šwiya

Exercise f

1 ka-nketbu
2 ka-yexdem
3 ka-yšeṛbu
4 ka-yegles
5 ka-txedmi
6 ka-nešṛeb
7 ka-tketbu
8 ka-tegles

Exercise g

ka-tšufu, ka-yšufu, ka-nšuf, ka-tšufu
ka-tešṛeb, ka-nešṛeb, ka-tšeṛbu, ka-tšeṛbi
ka-tekteb, ka-nekteb, ka-tketbi, ka-tketbu
ka-yegles, ka-ygelsu, ka-ngelsu, ka-tegles
ka-yexdem, ka-nexdem, ka-texdem, ka-yxedmu

Exercise h

√šɍb:	ana ka-nešɍeb	hiya ka-tešɍeb	huma ka-yšeɍbu
√ktb:	nti ka-tketbi	huwa ka-yekteb	huma ka-yketbu
√gls:	nta ka-tegles	ħna ka-ngelsu	huma ka-ygelsu
√šuf:	ana ka-nšuf	hiya ka-tšuf	ntuma ka-tšufu
√qđɍ:	nti ka-tqeđɍi	huwa ka-yeqđeɍ	ħna ka-nqeđɍu
√hđɍ:	nta ka-tehđeɍ	nti ka-theđɍi	ntuma ka-theđɍu
√xdm:	ana ka-nexdem	ħna ka-nxedmu	huma ka-yxedmu

Exercise i

hiya, nta, nti, huwa, huma, ntuma, ntuma, ħna

Lesson 46 Exercise a

1 a ħmed, yałłah mɛa-ya ngelsu fe-l-qehwa
2 a mesŧafa, yałłah mɛa-ya nšeɍbu ši ħaža fe-l-qehwa
3 a mħemmed yałłah mɛa-ya naklu ši ħaža
4 a ɛayša, yałłahi mɛa-ya nšeɍbu l-qehwa
5 a faŧima, yałłahi mɛa-ya nšufu fe-s-suq
6 a nɛima, yałłahi mɛa-ya ngelsu fe-l-bit

Exercise b

1 yałłah naklu ši ħaža fe-đ-đaɍ dyal-i
2 yałłahi ngelsu beɍɍa
3 yałłah nheđɍu šwiya fe-l-qehwa
4 yałłah nšeɍbu l-qehwa fe-l-qehwa
5 yałłahi naklu ši ħaža f-dak l-meŧɛem
6 yałłah nšeɍbu atay fe-đ-đaɍ dyal-i

Exercise c

1 kteb smiyt-ek fe-l-kŭnnaš!
2 šeɍbu le-ħlib dyal-kŭm a d-drari!
3 šeɍbi atay a faŧima!
4 hđeɍ b-el-ɛeɍbiya a sidi!
5 gelsi mɛa-na a lalla!
6 heđɍi šwiya mɛa-ya a xu-ya!
7 semħi l-i a lalla!
8 xedmu mezyan a r-ržal!
9 xdem mezyan fe-l-međɍaꞩa a weld-i!

Exercise d

1 a ħmed, šɍeb l-qehwa dyal-ek
2 a mħemmed gles
3 a le-wlad, gelsu
4 a b̂b̂a, gles šwiya
5 a d-drari ketbu smiyt-kŭm fe-l-kŭnnaš
6 a faŧima, šeɍbi le-ħlib dyal-ek

Exercise e

1	semḥi	3	gelsu	5	šeṛbu	7	gles
2	šṛeb	4	kteb	6	semḥu	8	ketbi

Exercise f

√šṛb:	šṛeb a xu-ya,	šeṛbi a x̂t-i,	šeṛbu a d-drari
√gls:	gles a xu-ya,	gelsi a x̂t-i,	gelsu a d-drari
√šuf:	šuf a xu-ya,	šufi a x̂t-i,	šufu a d-drari
√ktb:	kteb a xu-ya,	ketbi a x̂t-i,	ketbu a d-drari
√smḥ:	smeḥ l-i a xu-ya,	semḥi l-i a x̂t-i,	semḥu l-i a d-drari

Exercise h

1 ma-ɛend-i-š le-flus
2 ma-ɛend-i-š l-weqt
3 yaḷḷahi mɛa-ya le-ḍ-ḍar nšeṛbu atay
4 waxxa, nemši mɛa-k
5 meṛṛa x̂ṛa in ša ḷḷah
6 ɛend-i mewɛid fe-s-sebɛa d-le-ɛšiya

Exercise k

1 ṣbaḥ l-xiṛ a faṭima, la bas?
2 msa l-xiṛ a ɛli, la bas?
3 salam ɛli-kŭm a ḥmed u dris, la bas?
4 ṣbaḥ l-xiṛ a ɛayša, la bas?
5 salam ɛli-kŭm a meṣṭafa, la bas?
6 msa l-xiṛ a xadiža, la bas?

Exercise l

1	dayrin	3	dayra	5	dayrin
2	dayer	4	dayer	6	dayrin

Exercise m

1	g	3	a	5	b
2	d	4	f	6	e

Lesson 47 Exercise c

1 a d-drari, ažiw tšufu ṭ-ṭumubil dyal-i
2 a ḥmed aži texdem f-merikan
3 a ɛebd s-slam aži tešṛeb ši ḥaža mɛa-na

4 a d-drari ažiw le-đ-đaɍ
5 a faŧima aži taǩli ŧ-ŧažin mɛa-ya
6 a b̑b̑a aži tegles mɛa-ya

Exercise d

1 ažiw tgelsu
2 aži tšeɍbi
3 aži tešɍeb
4 aži theđɍi
5 aži takŭl
6 ažiw tšeɍbu

Exercise g

1	j	3	b	5	e	7	f	9	h
2	d	4	c	6	a	8	i	10	g

Lesson 48 Exercise b

to build	√bna/i	nta ta-tebni	huwa ta-yebni	ntuma ta-tebniw
to love	√bǥa/i	ana ta-nebǥi	hiya ta-tebǥi	huma ta-yebǥiw
to rent	√kra/i	nti ta-tekri	hiya ta-tekri	ħna ta-nekriw
to go	√mša/i	ana ta-nemši	huwa ta-yemši	huma ta-yemšiw
to come	√ža/i	nta ta-tži	nti ta-tži	ntuma ta-tžiw

Exercise c

1 ka-yemši, ka-temši
2 ka-yebǥi
3 ka-yžiw, ka-yži
4 ka-yekriw, ka-tekri
5 ka-nešriw, ka-tešri
6 ka-nebǥi, ka-tebǥiw

Exercise d

1 l-ħeyy dyal-kŭm xayeb šwiya
2 ɛa'ĭlt-ek kbira, đ-đaɍ đeyyqa šwiya
3 ž-žiran dyal-i ma-mezyanin-š
4 ta-nekri waħed l-bit đeyyeq u ǥali
5 z-zenqa dyal-na ma-mezyana-š. đ-đyuɍ đeyyqin u n-nas qbaħ
6 ŧ-ŧumubil dyal-ek xayba

Exercise g

1 a ɛayša kif dayra đ-đaɍ dyal-ek?
2 a dris kif dayra ŧ-ŧumubil dyal-ek?
3 a nɛima kif dayer bit đ-đyaf dyal-ek?
4 a ħmed kif dayer l-feɍɍan dyal-ek?
5 a faŧima kif dayra s-sukna dyal-ek?
6 a xadiža kif dayra l-kuzina dyal-ek?
7 a mħemmed kif dayer l-ħeyy dyal-ek?
8 a ɛebd s-slam kif dayer l-ħemmam dyal-ek?

Exercise h

1	waš ɛažba-k dik ŧ-ŧumubil ždida?	4	waš ɛažb-ek mul đ-đaŕ?
2	waš ɛažb-ek dak l-ħeyy ž-ždid?	5	waš ka-tebġi l-xŭbz l-meġribi?
3	waš ka-tebġi l-meġrib?	6	waš ka-tebġi dik l-ɛa'ĭla l-meġribiya?

Lesson 49 Exercise a

1	√skt	nti ta-tsekti	hiya ta-teskŭt	ntuma ta-tsektu
2	√xrž	ana ta-nexrŭž	huwa ta-yexrŭž	ħna ta-nxeržu
3	√skt	nta ta-teskŭt	huwa ta-yeskŭt	ntuma ta-tsektu
4	√dxl	nta ta-tedxŭl	hiya ta-tedxŭl	huma ta-ydexlu
5	√skn	ana ta-neskŭn	nti ta-tsekni	ħna ta-nseknu
6	√skn	nta ta-teskŭn	hiya ta-teskŭn	huma ta-yseknu
7	√xrž	nta ta-texrŭž	nti ka-txerži	ħna ta-nxeržu
8	√dxl	nta ta-tedxŭl	huwa ta-yedxŭl	huma ta-ydexlu

Exercise b

1	dexli	5	ta-yexrŭž	9	sektu
2	ta-yeskŭn	6	ta-tsekni	10	ta-yseknu
3	ta-yxeržu	7	ta-tseknu		
4	skŭt	8	ta-nedxŭl		

1 Please, enter, this is the guest room.
2 The landlord lives in a different neighbourhood.
3 The children are now leaving the school.
4 Be silent, Muhammad, I want to write something down.
5 Ahmed is leaving, he has an appointment at 5 o'clock.
6 Where do you live, Fatima?
7 Children, do you live in a small house?
8 At 8 o'clock I enter the factory.
9 Be silent, children, your brother is sleeping.
10 The neighbours live in a house just like our house.

Exercise e

1	la, hadik dyal-i ma-ši bħal bħal	4	la, hadik . . .
2	la, hadak dyal-i ma-ši bħal bħal	5	la, hadak . . .
3	la haduk dyal-na		

Exercise f

1 waš haduk ꞧ-ꞧebɛa kŭll-hŭm dyal-ek?
2 waš haduk l-xemsa kŭll-hŭm dyal-kŭm?
3 waš haduk ž-žuž kŭll-hŭm dyal-ek?
4 waš haduk s-setta kŭll-hŭm dyal-kŭm?
5 waš haduk ž-žuž kŭll-hŭm dyal-kŭm?
6 waš haduk t-tlata kŭll-hŭm dyal-ek?

Exercise h

1 kŭll ši la bas?
2 kŭll-hŭm
3 f-le-mdina kŭll-ha
4 kŭll-hŭm
5 kŭll ši n-nas
6 kŭll-hŭm

Lesson 50 Exercise a

1 waš ta-yemken l-i nekri đ-đaꞧ dyal-i
2 waš ta-yemken l-i nešri maryu ždid
3 waš ta-yemken l-i nži ɛend-ek ǥedda
4 waš ta-yemken l-i nsewwl-ek ši ħaža
5 waš ta-yemken l-i nešꞧeb ši qehwa
6 waš ta-yemken l-i nebni waħed đ-đaꞧ ždida
7 waš ta-yemken l-i nemši l-l-feꞧꞧan
8 waš ta-yemken l-i negles ħda-k

Exercise b

1 waš yemken l-i nehđeꞧ be-l-ɛeꞧbiya?
2 waš yemken l-i nsewwel-ek?
3 waš yemken l-i negles ħda-k?
4 waš yemken l-na nešriw duk le-ktub?
5 waš yemken l-na ndexlu fe-l-bit?
6 waš yemken l-i nži ɛend-ek?

Exercise d

1 ykun
2 ta-ykunu
3 ta-ykunu
4 tkun
5 ma-ta-nkunu-š
6 ta-ykun

Exercise e

1 iyeh, đ-đyuꞧ f-had le-blad ka-ykunu k̂baꞧ
2 iyeh, l-qehwa ka-tkun ǥalya fe-l-meǥrib
3 iyeh, ka-ykun s̶-s̶ehd ɛend-na fe-l-meǥrib
4 iyeh, le-mǥaꞧba ka-ykunu nas mezyanin
5 iyeh, l-ħeyy le-qdim ka-ykun xayeb
6 iyeh, đ-đaꞧ dyal-na ka-tkun đeyqqa

Exercise f

ka-ykun, ka-ykunu, texrŭž, ta-yxeržu, takŭl, ta-yaklu

Exercise g

first fragment	ta-yekri, ta-nebǥiw, ta-tkun, ta-ykun, ta-yeskŭn, yebni, bǥit, nebni, ta-yseknu
second fragment	ta-ykunu, ta-ygelsu, ygelsu, ta-ykunu, ta-yemken l-ek, tšuf

Lesson 51 Exercise b

1 l-ħanut lli fe-z-zenqa mesdud
2 l-xŭđɍa lli fe-s-suq ɍxisa
3 š-šłađa lli ɛel ŧ-ŧebla, fi-ha z-zit
4 ɍ-ɍažel lli fe-l-qehwa ta-yakŭl makla xfifa
5 le-mǥaɍba lli saknin fe-l-ingliz ta-yaklu l-makla l-ingliziya

Exercise c

1 ka-neɛɍef ɍ-ɍažel lli ka-yešri l-fawakĭh
2 ka-nŧeyyeb s-seksu lli xfif šwiya
3 ka-nšuf l-weld lli ka-yeskŭn fe-l-meǥrib
4 ka-neɛɍef r-ržal lli saknin fe-l-ħeyy le-qdim
5 ɛend-ek le-ktub lli xaybin bezzaf
6 mul l-ħanut ɛend-u z-zebda lli ǥalya bezzaf

Exercise d

1 bǥit l-ma lli ma-ši bared bezzaf
2 bǥit l-makla lli ma-ši xfifa bezzaf
3 bǥit l-xŭbz lli ma-ši sxun bezzaf
4 bǥit ši ħaža lli ma-ši barda bezzaf
5 bǥit s-seksu lli ma-ši xfif bezzaf
6 bǥit le-ħrira lli ma-ši sxuna bezzaf

Exercise e

1 a ħmed, waš ta-tšuf duk d-drari lli ta-yešriw l-xŭbz?
2 a ħmed, waš ta-tšuf duk le-ɛyalat lli ta-yǥeslu s-seksu?
3 a ħmed, waš ta-tšuf dak ɍ-ɍažel lli ta-yakŭl makla xfifa?
4 a ħmed, waš ta-tšuf dik ŧ-ŧumubil lli ta-temši fe-z-zenqa?
5 a ħmed, waš ta-tšuf dik l-bent lli ta-tŧeyyeb le-ħrira?
6 a ħmed, waš ta-tšuf dak l-weld lli ta-ydir š-šłađa?

Exercise f

1 ɛend-i ŧumubil ždida u ŧumubil qdima. ɛŧi-ni ŧ-ŧumubil lli ždida
2 ɛend-i fawakĭh ldid u fawakĭh xayeb, ɛŧi-ni l-fawakĭh lli ldid
3 ɛend-i ħlib bared u ħlib sxun. ɛŧi-ni le-ħlib lli bared
4 ɛend-i qehwa ɍxiꞩa u qehwa ǥalya. ɛŧi-ni l-qehwa lli ǥalya
5 ɛend-i lħem ldid u lħem xayeb. ɛŧi-ni l-lħem lli ldid
6 ɛend-i ɛineb ɍxiꞩ u ɛineb ǥali. ɛŧi-ni l-ɛineb lli ǥali

Exercise h

1 kayen
2 ma-kayen-š
3 kayen
4 ma-kayen-š
5 ma-kaynin-š
6 kaynin
7 kayna
8 ma-kayen-š

Exercise i

1 a lalla, waš kayna š-šłađa? iyeh, š-šłađa kayna.
2 a ħmed, waš kayen l-xŭbz s-sxun? la, l-xŭbz s-sxun ma-kayen-š.
3 a sidi, waš kayen ŧ-ŧažin be-l-xŭđɍa? iyeh, ŧ-ŧažin be-l-xŭđɍa kayen.
4 a mul l-feɍɍan, waš kayen l-xŭbz? iyeh, l-xŭbz kayen.
5 a sidi, waš kayen s-seksu? la, s-seksu ma-kayen-š.
6 a m̂m̂-i, waš kayna z-zebda? la, z-zebda ma-kayna-š.
7 a weld-i, waš kayen l-ħut? la, l-ħut ma-kayen-š.
8 a lalla, waš kayen t-teffaħ? iyeh, t-teffaħ kayen.

Exercise k

1 beɛđ l-meɍɍat mšit l-dak l-ħanut
2 bezzaf de-l-meɍɍat ta-nŧeyyeb l-makla l-kanadiya
3 tlata de-l-meɍɍat klit ŧ-ŧažin
4 meɍɍa x̂ɍa bǥit nakŭl mɛa-k ši ħaža
5 ši meɍɍa šɍebt l-qehwa l-meǥribiya
6 meɍɍa (weħda) fe-n-nhaɍ ta-naklu s-seksu

Exercise l

1 beɛđ l-meɍɍat ka-nakŭl l-lħem
2 bezzaf de-l-meɍɍat ka-nemši le-s-suq
3 meɍɍa weħda klit s-seksu
4 meɍɍa x̂ɍa ǥadi nakŭl s-seksu
5 tlata de-l-meɍɍat klit ŧ-ŧažin
6 beɛđ l-meɍɍat ka-nemši l-fas
7 žuž de-l-meɍɍat šɍebt atay l-meǥribi
8 meɍɍa weħda klit l-ħut

Exercise m

1 la, ǥir beɛđ le-mǥaɍba ta-yŧeyybu be-t-tuma
2 la, ǥir beɛđ n-ngalza ta-yŧeyybu be-l-ma u l-melħa

3 la, ǥir beɛđ n-nas ta-yfeŧɍu be-l-xŭbz
4 la, ǥir beɛđ d-drari ta-yaklu š-šłađa
5 la, ǥir beɛđ le-mǥaɍba ta-yaklu makla xfifa
6 la, ǥir beɛđ n-ngalza ta-yaklu l-lħem

Exercise n

	1 x	. . . x	occasionally	sometimes	often	always	never
coffee with milk				f		a	
black coffee	f						a
Moroccan tea				a		f	
black tea		a: 3x	f				
couscous					a	f	
Moroccan soup			a	f			
English food	a		f				

Lesson 52 Exercise a

1 ta-yaxŭd
2 ta-taxŭd
3 ta-naxŭd
4 ta-naxŭd
5 ta-yaxŭd
6 ta-yaxŭd
7 ta-naxŭd
8 ta-naxŭd

Exercise b

1 ka-yaxŭd
2 xud
3 ka-taxŭd
4 ka-taxŭd
5 ka-naxŭd
6 xudi

Exercise e

1 xeꞩꞩ-ek
2 xeꞩꞩ-kŭm
3 xeꞩꞩ-ni
4 xeꞩꞩ-u
5 xeꞩꞩ-hŭm
6 xeꞩꞩ-ek

Exercise f

1 a ɛayša žibi l-i l-xŭbz
2 a mħemmed šri l-i l-xŭđɍa
3 a d-drari žibu l-i t-tuma
4 a mɍat-i ŧeyybi l-i le-ħrira
5 a mul l-feɍɍan žib l-i l-xŭbz s-sxun
6 a le-ɛyalat xelliw ŧ-ŧenžɍa fuq l-ɛafya
7 a faŧima šri l-i le-bꞩel
8 a d-drari ǥeslu yeddi-kŭm

Exercise g

1 -ni
2 l-berrad
3 atay
4 s-sŭkkaɍ
5 s-sxun
6 berrad
7 xes̵s̵
8 -h
9 ta-yemken l-i
10 nešɍeb

Exercise h

The correct order of the pictures is: 3-7-4-2-6-1-5

Exercise i

1 b
2 c
3 f
4 a
5 d
6 e

Lesson 53 Exercise a

ta-ydir, tdir, ydiru; yžibu, ta-yžib, žibi; tzid, zid, nzid

Exercise c

1 šnu kayen f-dik š-škara?
2 šnu kayen f-atay?
3 šnu kayen f-žib-i?
4 šnu kayen fe-d-disèr?
5 šnu kayen fe-l-keskas?
6 šnu kayen fe-l-meɍqa?

Exercise d

1 škun
2 šnu
3 škun
4 šnu
5 šħal
6 škun
7 šnu
8 šħal

Exercise e

1 c
2 b
3 c
4 a
5 b
6 a

Exercise h

1 xud weɍqa men l-bulis
2 kteb smiyt-ek fe-l-weɍqa
3 ɍžeɛ l-ɛend l-bulis
4 xud l-pas̵pur dyal-ek mɛa-k
5 xes̵s̵-ek tšuf waš l-pas̵puɍ dyal-ek mezyan
6 xes̵s̵-ek tqul šħal hadi u nta fe-l-ingliz
7 xes̵s̵-ek tegles u tehđeɍ l-ingliziya mɛa n-nas

Lesson 54 Exercise a

ħna ta-nelqaw, huma ta-yelqaw, hiya ta-teqɍa, ntuma ta-teqɍaw, ana ta-nebqa, ħna ta-nebqaw, nta ta-teqɍa, nti ta-teqɍay, hiya ta-telqa, nti ta-telqay, ana ta-nebqa, nta ta-tebqa

Exercise b

1	g	3	f	5	e, h
2	c	4	a	6	i

Exercise c

1	nebqa	4	ǥa-nelqa
2	ka-yeqɍaw, ma-ka-yeqɍaw-š	5	ǥa-yelqa
3	ta-yelqaw	6	ǥa-yebqa

Exercise d

1 l-bareħ qŭlt l-ek ma-neqđeɍ-š nɛawen b̂b̂a, ma-ɛend-i-š l-weqt
2 l-bareħ qŭlt l-ek ma-neqđeɍ-š nɛawed men ždid l-ħuruf l-ɛeɍbiya, ma-ɛend-i-š l-weqt
3 l-bareħ qŭlt l-ek ma-neqđeɍ-š netkellem be-l-ɛeɍbiya, ma-neɛɍef-š l-ɛeɍbiya
4 l-bareħ qŭlt l-ek ma-neqđeɍ-š nakŭl mɛa-kŭm, ɛend-i mewɛid
5 l-bareħ qŭlt l-ek ma-neqđeɍ-š nqeddem l-ek mɍat-i, hiya mɍiđa
6 l-bareħ qŭlt l-ek ma-neqđeɍ-š nqul l-ek ašnu bǥit, ma-ɛɍeft-š šnu bǥit

Exercise e

1 qŭlt l-ek baš tetkellmi be-l-ɛeɍbiya l-fus̶ħa, ma-ši be-d-dariža l-meǥribiya. daba fhemt, xes̶s̶-ni netkellem be-l-ɛeɍbiya l-fus̶ħa
2 qŭlt l-ek baš teǥsel yeddi-k. daba fhemt, xes̶s̶-ni neǥsel yeddi-ya
3 qŭlt l-ek baš temši; ɛend-ek mewɛid fe-t-tlata. daba fhemt, xes̶s̶-ni nemši
4 qŭlt l-kŭm baš theđɍu be-l-ingliziya baš teteɛellmu-ha. daba fhemna, xes̶s̶-na nheđɍu be-l-ingliziya
5 qŭlt l-ek baš ma-tebqay-š galsa fe-đ-đaɍ. daba fhemt, ma-xes̶s̶-ni-š nebqa galsa fe-đ-đaɍ

Exercise f

1 waš ǥadi tebqa gales fe-đ-đaɍ bla xedma be-s̶-s̶eħħ?
2 waš ǥadi tekri đaɍ fi-ha xemsa d-le-byut de-n-nɛas be-s̶-s̶eħħ?
3 waš ǥadi takŭl ɛša xfif be-s̶-s̶eħħ?

4 waš ǥadi temši l-l-meǥrib meꞧꞧa fe-l-xems snin be-ꞩ-ꞩeħħ?
5 waš ǥadi takŭl ǥir ɛinba weħda be-ꞩ-ꞩeħħ?
6 waš ǥadi tdir ŧ-ŧenžꞧa fuq l-keskas be-ꞩ-ꞩeħħ?

Exercise h

1 šedd
2 ǥa-nemši
3 ka-naklu
4 xeꞩꞩ-ek temši, ǥadi tetɛellem
5 ka-yemši, baš yešri
6 naɛsa

Exercise j

1 wałłah, ǥadi tešri télévizyun ždid? ɛžib!
2 wałłah, ta-teɛꞧef b̂b̂a? ɛžib!
3 wałłah, ǥa-tdir ŧ-ŧažin u s-seksu be-z-žuž? ɛžib!
4 wałłah, bǥiti tebni đaꞧ ždida? ɛžib!
5 wałłah, ǥadi tetɛellem l-ingliziya? ɛžib!
6 wałłah, bǥiti tɛawn-i? ɛžib!
7 wałłah, ma-ka-teɛꞧef-š ašnu huwa ŧ-ŧažin? ɛžib!
8 wałłah, mꞧat-ek ma-ta-tetqen-š l-ingliziya? ɛžib!
9 wałłah, had đ-đaꞧ ꞩ-ꞩǥiꞧa ɛažba-k? ɛžib!

Lesson 55 Exercise b

1 men qbel qal: xeꞩꞩ-ek teqꞧa d-dariža l-meǥribiya
2 men qbel kŭnti dima ħzin
3 men qbel kanet ꞧxiꞩa bezzaf
4 men qbel kanet ɛamꞧa
5 men qbel ma-qal-l-ek-š baš teqꞧa mezyan
6 men qbel ma-kanu-š nas feꞧħanin

Exercise d

1 waš qŭlti l-u hada be-ꞩ-ꞩeħħ?
2 waš qŭlti l-ha hada be-ꞩ-ꞩeħħ?
3 waš qŭlti l-u hada be-ꞩ-ꞩeħħ?
4 waš qŭlti l-ha hada be-ꞩ-ꞩeħħ?

Exercise e

1 men qbel ħetta ana kŭnt ta-netkellem mɛa ž-žiran dyal-i
2 men qbel ħetta ana kŭnt ta-nħell l-mašakil dyal-i
3 men qbel ħetta ana kŭnt ta-neqꞧa l-ɛeꞧbiya fe-l-žamĭɛa

4 men qbel ħetta ana kŭnt ta-nexdem fe-blaꞩa weħda mεa n-ngalza
5 men qbel ħetta ana kŭnt ta-nemši l-l-buꞩŧa fe-ꞩ-ꞩbaħ
6 men qbel ħetta ana kŭnt ta-nešɍeb waħed l-ǥŭɍɍaf dyal le-ħlib kŭll ꞩbaħ
7 men qbel ħetta ana kŭnt ta-nelqa b̂b̂a fe-s-suq
8 men qbel ħetta ana kŭnt ka-nemši nšuf l-qađi kŭll nhaɍ

Exercise h

√ħll	ana ta-nħell	hiya ta-tħell	ntuma ta-tħellu
√dqq	huwa ta-ydeqq	huma ta-ydeqqu	nta ta-tdeqq
√sdd	ħna ta-nseddu	nti ta-tseddi	hiya ta-tsedd
√kbb	huwa ta-ykebb	huma ta-kebbu	ħna ta-nkebbu
√šdd	nti ta-tšeddi	hiya ta-tšedd	ntuma ta-tšeddu

Exercise i

1 e
2 f
3 d
4 c
5 a, g
6 j, b, i
7 h

Exercise j

1 sedd, nsedd
2 šeddi, tšeddi
3 tdeqq, ta-ydeqqu
4 ka-yđennu, ma-ka-nđenn-š
5 ka-yħell, ka-nħellu, ka-yħell
6 nkŭbb, nkŭbb

Lesson 56 Exercise a

1 a xu-ya, waš ka-tefhem l-ingliziya?
2 a žaɍ-i, waš ka-tetqen l-εeɍbiya?
3 a sidi, waš ka-tetεellem r-rifiya?
4 a lalla, waš ka-teqɍay l-ałmaniya?
5 a meꞩŧafa, waš ka-tehđeɍ be-š-šełħa dyal l-aŧłeꞩ?

Exercise c

1 l-žaza'ǐr blad εeɍbiya
2 đ-đaɍ l-beyđa mdina meǥribiya
3 l-ingliz blad ǥerbiya
4 oxford mdina ingliziya
5 fas mdina meǥribiya
6 l-meǥrib blad εeɍbiya

Exercise d

1 iden hiya beyđawiya
2 iden hiya merrakšiya
3 iden huwa meknasi
4 iden hiya merrakšiya
5 iden huwa beyđawi
6 iden huwa fasi

Exercise e

1 naɛsin
2 galsin
3 galsa
4 galsin

Exercise f

1 šħal hadi u huwa saken temma?
2 šħal hadi u huwa naɛes mɛa le-ħmir?
3 šħal hadi u huwa gales mɛa-hŭm?
4 šħal hadi u hiya karya dik s-sukna?
5 šħal hadi u nta labes dik ž-žellaba?
6 šħal hadi u nta qaɍi š-šelħa?

Exercise h

1 la, ǥir l-yum ħna naɛsin fe-n-nhaɍ
2 la, ǥir l-yum ħna karyin ŧumubil ždida
3 la, ǥir had l-ɛam huma mašyin l-l-meǥrib
4 la, ǥir l-yum ana qaɍya fe-ꞩ-ꞩbaħ u f-le-ɛšiya
5 la, ǥir l-yum hiya galsa fe-đ-đaɍ bla xedma
6 la, ǥir l-yum huwa gales fe-l-qehwa

Exercise j

1 ta-netkellmu bi-ha
2 waš ta-yemken l-bent-i tebqa mɛa-na fi-ha?
3 tfeđđlu, gelsu ɛli-hŭm
4 qul l-hŭm: mreħba bi-kŭm
5 l-kaɍ dayez ɛli-ha

Exercise k

1 l-ɛeɍbiya, dima ta-netkellem bi-ha
2 ɍažl-i, qŭlt l-u yži ɛend-i
3 had le-flus, aš ǥadi tešri bi-hŭm?
4 l-keskas, fi-h kayen s-seksu
5 l-qehwa, fe-l-meǥrib, n-nas ta-yfeŧɍu bi-ha
6 had l-ħeyy, fi-h saknin bezzaf d-le-mǥaɍba

Exercise m

1 ɛend-ek l-ħeqq, f-had l-ħeyy đ-đyuɍ ɍxaꞩ bezzaf
2 ma-ɛend-ek-š l-ħeqq, ma-ši l-kanadiyin kŭll-hŭm ta-yebǥiw l-ažanib
3 ɛend-ek l-ħeqq, le-mɍa dyal-u ɛažba-ha đ-đaɍ bezzaf
4 ma-ɛend-ek-š l-ħeqq, ma-xeꞩꞩ-ek-š tdir ŧ-ŧenžɍa fuq l-keskas
5 ɛend-ek l-ħeqq, le-mǥaɍba ta-yšeɍbu atay n-nhaɍ kŭll-u

Exercise n

1 ana ma-mettafeq-š mɛa-k, bezzaf dyal r-rifiyin ta-yɛeɍfu l-ɛeɍbiya.
2 ana ma-mettafeq-š mɛa-k, ma-ši kŭll ši le-mǥaɍba ta-yteqnu le-fɍanꞩawiya.
3 ana ma-mettafeq-š mɛa-k, bezzaf dyal l-kanadiyin, ma-ta-yetkellmu-š l-ɛeɍbiya.
4 ana mettafeq mɛa-k, kaynin beɛđ le-mǥaɍba lli ta-yetkellmu l-ingliziya mezyan.
5 ana ma-mettafeq-š mɛa-k, kaynin le-mǥaɍba lli saknin fe-đ-đaɍ l-beyđa u lli ta-yetkellmu ħetta š-šelħa.
6 ana ma-mettafeq-š mɛa-k, s-susiyin ma-ta-yfehmu-š š-šelħa r-rifiya.
7 ana ma-mettafeq-š mɛa-k, bezzaf dyal n-nas lli saknin fe-r-rif huma qaɍyin.
8 ana ma-mettafeq-š mɛa-k, fe-l-meǥrib n-nas ma-ta-yketbu-š be-š-šelħa wella be-d-dariža.

Exercise o

1 ana ma-mettafeq-š mɛa-k, n-nas f-merikan ma-ta-yaklu-š l-lħem bezzaf.
2 ana mettafeq mɛa-k, had s-sukna dyal-ek kif walu.
3 ana mettafeq mɛa-k, l-'ažanib ta-ydiru ǥir l-xedma lli xayba bezzaf.
4 ana ma-mettafeq-š mɛa-k, f-merikan ma-kayna-š l-xedma bezzaf.
5 ana mettafeq mɛa-k, s-sukna f-merikan xayba bezzaf.
6 ana ma-mettafeq-š mɛa-k, r-rifiyin ta-yɛeɍfu l-ɛeɍbiya.

Lesson 57 Exercise a

1 ħetta faŧima ħefđat đ-đeɍꞩ dyal t-tarix, d-drari le-x̂rin ħefđu đ-đeɍꞩ dyal t-tarix, ana ma-ħfeđt-š đ-đeɍꞩ dyal t-tarix
2 m̂m̂-i ma-ɛeɍfet-š fuq-aš mat l-malik, b̂b̂a ma-ɛɍef-š fuq-aš mat l-malik, wlad-i, ħetta huma ma-ɛeɍfu-š fuq-aš mat l-malik
3 ħetta ħna ǥleŧna ħin tkellemna ɛel t-tarix, nta ma-ǥleŧti-š ħin tkellemti ɛel t-tarix, l-muɛellim, ħetta huwa ma-ǥleŧ-š ħin tkellem ɛel t-tarix
4 l-žaza'ǐr ma-ħeꞩꞩlat-š ɛel l-istiqlal f-ɛam 1956, ħetta fɍanꞩa ma-ħeꞩꞩlat-š ɛel l-istiqlal f-ɛam 1956, le-mǥaɍba ħeꞩꞩlu ɛel l-istiqlal f-ɛam 1956
5 ana ma-tɛellemt-š l-ɛeɍbiya fe-l-međɍaꞩa, xu-ya, ħetta huwa ma-tɛellem-š l-ɛeɍbiya fe-l-međɍaꞩa, x̂t-i, ma-tɛellmet-š l-ɛeɍbiya fe-l-međɍaꞩa

Exercise b

1 e
2 d
3 h
4 f, a
5 b
6 c
7 j

Exercise d

1 hadi telt iyyam baš hđeɍt mεa-h
2 men qbel fhem kŭll ši
3 l-bareħ tkellemna εli-h
4 men qbel ma-xdem-š bezzaf
5 hadi ɍbeε snin baš ɍžeε l-l-meǥrib
6 hadi telt snin baš tεellemna-ha

Exercise f

1 šefti
2 fhemt
3 galsin, ka-yeqɍaw
4 ǥleŧti, εɍefti
5 nsit, nšuf
6 εɍefti

Exercise g

1 ma-εɍeft-š, nsit
2 ma-šeft-u-š, ka-neqɍa waħed le-ktab
3 ma-fhemt-u-š, ma-ka-neεɍef-š l-εeɍbiya
4 ana ma-εɍeft-š, ana baqi ꞩǥiɍ
5 ma-fhemt-š, ka-netkellem mεa xu-ya
6 ma-ǥleŧt-š, εend-i l-ħeqq

Exercise j

1 ma-ši ꞩħiħ, fɍanꞩa dexlat l-l-meǥrib f-εam 1912
2 ꞩħiħ, l-meǥrib ħeꞩꞩel εel l-istiqlal f-εam 1956
3 ma-ši ꞩħiħ, le-fɍanꞩawiyin bqaw fe-l-meǥrib teqriben 45 sana
4 ma-ši ꞩħiħ, l-malik lli kan fe-l-weqt lli xeržu le-fɍanꞩawiyin huwa mħemmed l-xamiš
5 ma-ši ꞩħiħ, l-malik mħemmed l-xamiš mat f-εam 1960

Exercise k

1 d
2 f
3 a
4 e
5 g
6 b
7 h
8 i
9 c

Exercise l

1 la, nsit baš nekteb-ha fe-l-kŭnnaš
2 iyeh, εɍeft-u
3 la, nsit baš netεellem-ha
4 la, nsit baš neǥsel-hŭm
5 iyeh, ħfeđt-u
6 la, nsit baš nsewwl-u

Exercise m

1 iyeh, ana εaqla εli-h, kan waħed ɍ-ɍažel mezyan
2 iyeh, ana εaqel εli-ha, kanet ŧumubil mezyana
3 iyeh, ana εaqel εla dak n-nhaɍ, kŭnna feɍħanin bezzaf

4 iyeh, ana ɛaqla ɛli-ha, kanet đaɍ mezyana
5 iyeh, ana ɛaqel ɛli-h, kan waħed ɍ-ɍažel mezyan
6 iyeh, ana ɛaqla ɛla dak n-nhaɍ kŭnna feɍħanin bezzaf

Exercise o

1 a ħmed, waš teqđeɍ tešri l-i kŭnnaš ždid? iyeh, neqđeɍ nešri l-ek kŭnnaš ždid?
2 a mesŧafa waš teqđeɍ tžib l-i keskas kbir? iyeh, neqđeɍ nžib l-ek keskas kbir
3 a nɛima, waš tqeđɍi tdiri l-i atay? iyeh, neqđeɍ ndir l-ek atay
4 a ɛebd ł-łah waš teqđeɍ tɛawen-ni? iyeh, neqđeɍ nɛawn-ek
5 a xadiža, waš tqeđɍi teɛŧi-ni ši flus? iyeh, neqđeɍ nɛeŧi-k ši flus
6 a dris, waš teqđeɍ tešri l-i ktab? iyeh, neqđeɍ nešri l-ek ktab
7 a leyla, waš tqeđɍi tdiri l-i ši ħaža? iyeh, neqđeɍ ndir l-ek ši ħaža

Lesson 58 Exercise b

1 . . . baš nɛawen fe-đ-đaɍ, ila bqit fe-đ-đaɍ ǥadi nɛawen fe-đ-đaɍ
2 . . . u b̂b̂a-ha ǥadi yxaf men l-heđɍa, ila mšat l-bent l-l-međɍasa b̂b̂a-ha ǥadi yxaf men l-heđɍa
3 . . . ǥadi tebǥi l-ħŭrriya, ila šafet l-bent le-bnat l-ingliziyat ǥadi tebǥi (ħetta hiya) l-ħŭrriya
4 . . . ma-ǥadi-š teħšem men b̂b̂a-ha, ila bǥa b̂b̂a-ha yzewwež-ha ma-ǥadi-š teħšem men b̂b̂a-ha
5 . . . d-drari ma-ka-yqeđɍu-š yeqɍaw, ila ma-kanet-š međɍasa fe-l-qeɍya, d-drari ma-ka-yqeđɍu-š yeqɍaw
6 . . . ma-teqđeɍ-š tetkellem mɛa r-rifiyin, ila ma-tkellemti-š š-šelħa, ma-teqđeɍ-š tetkellem mɛa r-rifiyin
7 . . . u ǥadi teteɛellem d-dariža mezyan, ila mšiti teskŭn fe-l-meǥrib ǥadi teteɛellem d-dariža mezyan

Exercise d

1 lli ka-yeɛɍef yekteb
2 ta-yemken l-kŭm tekriw
3 huwa kan ka-yexdem
4 ažiw tšeɍbu
5 ana kŭnt ka-neqɍa
6 ana ma-neqđeɍ-š nži
7 xeꞩꞩ-hŭm yemšiw
8 aži tšuf-ha
9 n-nas bǥaw yħeꞩꞩlu
10 waš bǥiti temši

Exercise g

1 f
2 c
3 a
4 b
5 d
6 e

Exercise i

1 le-bnat ma-ta-yꞩiftu-hŭm-š l-l-međɍaꞩa
2 le-bnat l-ingliziyat εend-hŭm l-ħŭɍɍiya
3 l-bent le-meǥribiya ħetta hiya ǥadi tebǥi l-ħŭɍɍiya
4 le-mǥaɍba ta-yxafu l-heđɍa dyal n-nas le-x̂ɍin
5 d-drari dyal l-fellaħa xeꞩꞩ-hŭm yεawnu fe-đ-đaɍ
6 xu-ya bǥa yetzewwež mεa waħed l-bent ingliziya
7 n-nas fe-l-meǥrib ta-yzewwžu le-bnat dyal-hŭm
8 n-nas dyal l-badiya ta-yxelliw le-bnat fe-đ-đaɍ

Exercise j

1 had ž-žŭmla mezyana
2 had ž-žŭmla ǥalŧa, xeꞩꞩ-ek tqul: ma-ta-yꞩifŧu-hŭm-š l-l-međɍaꞩa
3 had ž-žŭmla mezyana
4 had ž-žŭmla ǥalŧa, xeꞩꞩ-ek tqul: fe-l-badiya, ma-ta-yꞩifŧu-š le-bnat l-l-međɍaꞩa
5 had ž-žŭmla ǥalŧa, xeꞩꞩ-ek tqul: l-mes'ala l-lewwla hiya l-ħŭrriya dyal le-bnat l-ingliziyat
6 had ž-žŭmla mezyana

Exercise k

1 le-εyalat qaɍyin
2 le-εyalat ta-yetkellmu
3 le-εyalat ta-yŧeyybu l-makla
4 le-εyalat ta-yetkellmu le-ržal-hŭm
5 le-εyalat ta-yetkellmu εel l-makla
6 le-εyalat ta-yetkellmu εel l-makla le-ržal-hŭm

Exercise l

1a xeꞩꞩ-ek tdir l-u l-εeŧɍiya
1b xeꞩꞩ-ek tdir-ha l-u
2a ma-ꞩleħt-l-u-š ŧ-ŧumubil
2b ma-ꞩleħt-ha-l-u-š
3a ma-nžib-l-u-š ši ħaža
3b ma-nžib-ha-l-u-š

Lesson 59 Exercise a

1 ŧ-ŧuɍŭq lli kaynin f-merikan žeddabin bezzaf
2 n-nata'iž dyal d-drari ma-ši mezyanin
3 le-ktub lli žayin men l-meǥrib ma-ꞩalħin-š
4 fe-l-masa'ĭl lli kaynin f-merikan kayna l-mes'ala dyal t-teεlim
5 l-mabadi' dyal t-teɍbiya, ma-ta-yεeɍfu-hŭm-š

Exercise b

1 xemsa u tlatin ŧifl
2 xems swayeɛ
3 temn šhuɍ, tlatin ŧifl
4 xemsa de-d-drari, žuž d-le-bnat, tlata d-le-wlad
5 sebɛ snin, tlata d-le-mdun
6 hadi sett šhuɍ, setta de-s-simanat

Exercise e

1 e
2 c
3 a
4 b
5 f
6 d

Exercise f

1 smeɛt belli n-nata'iž de-d-drari le-mǥaɍba ma-ši mezyana
2 ta-nđenn belli l-muɛellimin l-ingliziyin ma-ta-yđeɍbu-š t-talamid
3 ka-yeđheɍ li-ya belli l-'aba' l-maǥaɍĭba ma-ta-yƶuɍu-š l-međɍaꞩa bezzaf
4 smeɛt belli d-drari lli mewžudin fe-l-ingliz ma-ta-yeqɍaw-š l-ɛeɍbiya mezyan
5 šeft belli le-mǥaɍba lli saknin fe-l-ingliz ma-ɛayšin-š mezyan
6 ka-yeđheɍ li-ya belli t-teɛlim l-ɛeɍbi fe-l-ingliz, ma-fi-h-š l-mašakil
7 ta-nđenn belli l-ħukuma l-ingliziya ma-teqđeɍ-š ŧħell l-mašakil de-l-'ažanib
8 ka-yeđheɍ li-ya belli saɛtayn de-l-ɛeɍbiya ma-kafya-š

Exercise h

1 b̂b̂a ta-yđenn belli l-bent lli weꞩlat . . .
2 l-muɛellim dyal-i ka-yqul belli n-nas lli fe-l-badiya . . .
3 dris šaf belli l-fellaħa lli ɛayšin . . .
4 m̂m̂-i ka-tqul belli l-ħŭɍɍiya dyal le-bnat . . .
5 xu-ya ka-yđenn belli l-bent lli ta-tži . . .
6 dris smeɛ belli n-nas lli saknin . . .
7 žaɍ-i šaf belli l-meǥrib blad . . .
8 (ana) smeɛt belli l-maǥaɍĭba ta-yŧelbu . . .

Exercise i

1 ana mettafeq mɛa-k
2 ana mettafeq mɛa-k
3 ana mettafeq mɛa-k
4 ma-ta-nđenn-š
5 ana mettafeq mɛa-k
6 ana mettafeq mɛa-k

Exercise j

1. ta-nđenn belli ma-ši l-fellaħa kŭll-hŭm ta-yꞩifŧu wlad-hŭm l-l-međɍasa
2. ta-nđenn belli n-nas lli ma-qaɍyin-š ma-ta-yfehmu-š l-ɛeɍbiya l-fuꞩħa mezyan
3. ta-nđenn belli l-insan lli baǥi yexdem, xeꞩꞩ-u yetqŭn l-ingliziya
4. ta-nđenn belli le-mǥaɍba ma-ta-yaklu-š l-baŧaŧa bezzaf
5. ta-nđenn belli le-bni le-qdim, s-sukna fi-h ɍxiꞩa šwiya
6. ta-nđenn belli l-'atat dyal đ-đaɍ l-merikaniya ma-ši bħal l-'atat dyal đ-đaɍ l-meǥribiya

Exercise l

1. ta-nđenn belli had š-ši ꞩħiħ walakin l-ɛeɍbiya hiya l-luǥa dyal le-blad dyal-hŭm
2. ta-nđenn belli had š-ši ꞩħiħ walakin t-teɛlim l-inglizi ka-ykun fe-l-makan l-lewwel
3. ta-nđenn belli had š-ši ꞩħiħ walakin l-ħukuma l-meǥribiya teqđeɍ tħell had š-ši
4. ta-nđenn belli had š-ši ꞩħiħ walakin ħetta l-bent xeꞩꞩ-ha temši l-l-međɍaꞩa baš teqɍa
5. ta-nđenn belli had š-ši ꞩħiħ walakin ila ma-bǥa-š ma-xeꞩꞩ-u-š
6. ta-nđenn belli had š-ši ꞩħiħ walakin ħetta n-nas lli ta-yetkellmu š-šelħa ka-yqulu belli huma mǥaɍba

Exercise m

1. No, he heard it (ħetta smeɛt belli . . .)
2. With the parents, and they should stand hand in hand with the teachers (ħna ka-walidin f-yedd-na waħed l-mes'uliya kbira . . . u ndiru yedd f-yedd mɛa l-muɛellimin).
3. Not all parents, but many (ma-ši l-'aba' kŭll-hŭm walakin bezzaf)
4. He does appear to be certain about the bad results, but he is less certain about what causes these (ka-yeđher li-ya belli hada huwa ɛlaš n-nata'iž dyal l-'aŧfal l-maǥaɍĭba ma-mezyana-š).
5. He states: walakin daba lli ħellit ɛeyni-ya šeft belli l-maǥaɍĭba fe-l-ingliz ta-yɛišu fe-l-mašakil So he has adjusted his opinion.

Lesson 60 Exercise a

1	d	4	b	7	c
2	e	5	h	8	f
3	a	6	g		

Exercise b

1 kif dayer fe-l-međɍas̵a?
2 waš had l-qađiya s̵ɛiba?
3 ma-ɛažeb-ek-š đ-đeɍs̵ dyal t-tarix?
4 kif dayer mɛa l-paŧɍun dyal-ek?
5 ma-ɛažba-k-š dik l-qeɍya s̵-s̵giɍa?
6 kif dayer fe-t-teɛlim?
7 ma-ɛažbin-ek-š l-malabes dyal dak l-weld?
8 waš l-xedma dyal l-fellaħa waɛra?

Exercise c

1 d
2 f
3 h
4 b
5 a
6 c
7 e
8 g

Exercise d

1 ma-kayen muškil, ta-yemken l-ek tži mɛa-ya ǥedda, in ša łłah
2 ma-kayen muškil, ta-yemken l-ek ts̵ełħ-u ǥedda, in ša łłah
3 ma-kayen muškil, ta-yemken l-ek tebqa mɛa-ya ǥedda, in ša łłah
4 ma-kayen muškil, ta-yemken l-ek tɛawen-ni ǥedda, in ša łłah
5 ma-kayen muškil, ta-yemken l-ek takŭl ɛend-i ǥedda, in ša łłah
6 ma-kayen muškil, ta-yemken l-ek tqelleb ɛel l-xedma ǥedda, in ša łłah

Exercise e

1 l-bareħ kan le-xmis, ǥedda ǥadi ykun s-sebt
2 ǥedda ǥadi ykun l-arbeɛ, beɛd ǥedda ǥadi ykun le-xmis
3 wel l-bareħ kan s-sebt, l-bareħ kan l-ħedd
4 beɛd ǥedda ǥadi ykun t-tlata, wel l-bareħ kanet l-žŭmɛa
5 ǥedda ǥadi ykun l-ħedd, beɛd ǥedda ǥadi ykun t-tnayn
6 ǥedda ǥadi tkun l-žŭmɛa, l-bareħ kan l-arbeɛ

Exercise f

1 wel l-bareħ kan l-'aɍbeɛ, beɛd ǥedda ǥadi ykun l-ħedd
2 l-bareħ kan t-tnayn, wel l-bareħ kan l-ħedd
3 beɛd ǥedda ǥadi ykun s-sebt, ǥedda ǥadi ykun l-žŭmɛa
4 ǥedda ǥadi ykun l-ħedd, l-bareħ kanet l-žŭmɛa

Exercise j

1 fe-s-sebɛa u ɍbeɛ de-s̵-s̵baħ mħemmed ka-yemši l-l-fabrika
2 fe-s-setta u nes̵s̵ d-le-ɛšiya b͡ba ka-yeɍžeɛ men l-xedma dyal-u
3 fe-t-tlata u nes̵s̵ de-n-nhaɍ ɛend-na đ-đeɍs̵ dyal t-tarix

4 fe-l-weħda llaɍeb beɛd đ-đhuɍ ka-taklu le-ǥda
5 fe-ɍ-ɍebɛa de-l-lil kŭll ši n-nas naɛsin
6 f-le-hđaš u ɍbeɛ l-kanadiyin ka-yšeɍbu l-qehwa
7 fe-s-setta llaɍeb d-le-ɛšiya ǥa-neɍžeɛ le-đ-đaɍ
8 fe-t-tesɛud de-ꞩ-ꞩbaħ d-drari ka-yemšiw l-l-međɍaꞩa

Exercise l

1 qellebt men ŧ-ŧnaš u neꞩꞩ l-l-xemsa, iyeh qellebt xems swayeɛ u neꞩꞩ
2 qɍit men s-sebɛa u neꞩꞩ l-l-ɛešɍa, iyeh qɍit saɛtayn u neꞩꞩ
3 bqit fe-l-ħanut men t-tlata u ɍbeɛ l-l-xemsa u ɍbeɛ, iyeh bqit fe-l-ħanut saɛtayn
4 xdemt men t-tmenya l-le-ħđaš u neꞩꞩ, iyeh xdemt telt swayeɛ u neꞩꞩ
5 tkellemt mɛa l-muɛellim men ɍ-ɍebɛa le-ɍ-ɍebɛa u ɍbeɛ, iyeh tkellemt mɛa-h ɍbeɛ saɛa
6 xellit ŧ-ŧažin fuq l-ɛafya men l-xemsa u neꞩꞩ le-s-setta u neꞩꞩ, iyeh xellit-u fuq l-ɛafya saɛa weħda

Exercise m

1 kŭnt fe-l-fabrika, telt swayeɛ llaɍeb
2 kŭnt fe-s-suq, saɛa u ɍbeɛ
3 kŭnt fe-l-međɍaꞩa, saɛtayn
4 kŭnt ɛend m̂m̂-i, saɛa u neꞩꞩ
5 kŭnt fe-l-ħanut, saɛa llaɍeb
6 kŭnt f-bit n-nɛas, neꞩꞩ saɛa
7 kŭnt fe-l-žamĭɛa, telt swayeɛ u neꞩꞩ
8 kŭnt fe-l-buꞩŧa, ɍbeɛ saɛa

Exercise n

1	f	4	b	7	e
2	a	5	d	8	c
3	h	6	g		

Lesson 61 Exercise a

1 l-insan lli qaɍi mezyan . . .
2 le-blad, xeꞩꞩ-ha n-nas lli ta-ydiru . . .
3 fe-l-meǥrib kayna le-mɍa lli ɛend-ha . . .
4 le-mɍa lli la bas ɛli-ha ta-tžib ši waħed lli ŧeyyeb li-ha l-makla
5 f-had z-zenqa kaynin n-nas lli ta-yxeyyŧu
6 l-insan lli ta-yeqbeđ le-flus dyal-u . . .
7 l-insan lli gales fe-l-biru . . .
8 n-nas lli ta-yrebħu bezzaf . . .

Exercise b

1 lli ta-ybiɛu u yešriw le-ħwayež
2 lli ta-teg̶sel l-malabes
3 lli ta-yesłeħ đ-đyuŕ
4 lli ta-yqebđu l-manđa dyal-hŭm men l-wizaŕa
5 lli ka-yrebħu le-flus bezzaf
6 lli ta-ys̶ewwbu l-atat
7 lli hiya muɛellima
8 lli ka-ydiru t-tižara

Exercise c

1 f
2 k
3 a
4 e
5 d, g
6 b, n, i
7 o, m
8 h
9 c
10 l

Exercise d

1 hadi ɛamayn baš ma-mšit-š le-đ-đaŕ l-beyđa
2 l-bareħ ma-klina-š ši ħaža xfifa
3 wel l-bareħ ma-mšit-š l-l-meɛmel
4 hadi simana baš ma-žaw-š l-ɛend-na đyaf
5 hadi telt snin w-ana ma-qŕit-š l-ɛeŕbiya fe-l-žamĭɛa
6 hadi ɛamayn baš ma-bqit-š fe-l-meg̶rib šehŕayn

Exercise f

1 j d-drari
2 h l-ħukuma
3 d n-nas lli la bas ɛli-hŭm
4 k malabes
5 e ƶ-ƶŕabi
6 b le-mwaɛen
7 g le-mdina le-qdima
8 i l-xeddama
9 m đ-đyuŕ
10 a ħwayež

Exercise g

1 iden huwa muɛellim
2 iden huwa fexxaŕ
3 iden hiya mweđđafa
4 iden huwa nežžaŕ
5 iden hiya xeddama
6 iden huwa derraz

Exercise h

1 e
2 c
3 a
4 g
5 f
6 b

Exercise i

1 huma baqyin fe-l-međɍas̵a
2 huwa ma-zal fe-l-fabrika
3 la, huma baqyin fe-đ-đaɍ
4 la, hiya ma-zala fe-l-kuzina
5 huma baqyin fe-l-qism
6 la, huwa baqi fe-l-žamǐεa

Exercise j

1 la, huwa baqi ta-yexdem fe-l-meεmel dyal t-tub
2 la, hiya ma-zala ka-texdem fe-l-wizaɍa
3 la, huwa ma-zal ma-xes̵s̵-u-š l-xeddama
4 la, baqi ma-kan-š εend-i l-weqt
5 la, ana baqi ka-nexdem fe-l-meŧεem
6 la, d-drari dyal-i ma-zalin ta-yeqɍaw fe-l-međɍas̵a
7 la, hiya baqya ma-wes̵lat-š tmenŧašeɍ sana
8 la baqi ma-qbeđt-š l-'užɍa

Exercise k

1 la, ma-zal ma-žat-š
2 la, baqi ma-xeyyeŧt-ha-š
3 iyeh, wellit muεellim
4 la, ma-zal ma-dxelt-š le-t-tižara
5 la, ma-zal ma-xes̵s̵-ni-š l-xeddama
6 la, ana ma-zal ta-nqelleb
7 iyeh, beεt kŭll ši
8 la, huwa baqi ka-yetεellem

Lesson 62 Exercise a

Present tense

ana	nehđeɍ	nedxŭl	nƶuɍ	nžib	neqɍa	nešri	nšedd
huwa	yehđeɍ	yedxŭl	yƶuɍ	yžib	yeqɍa	yešri	yšedd
ntuma	theđɍu	tdexlu	tƶuɍu	tžibu	teqɍaw	tešriw	tšeddu

Past tense

nti	s̵ɫeħti	skenti	dezti	derti	bqiti	ħđiti	kebbiti
hiya	s̵eɫħat	seknat	dazet	daret	bqat	ħđat	kebbet
huma	s̵eɫħu	seknu	dazu	daru	bqaw	ħđaw	kebbu

Exercise b

1 l-'ažanib ma-s̵eɫħu-š đ-đyuɍ . . .
2 waš ka-teddi duk le-blaǥi . . .
3 waš ħđiti l-ħanut . . .
4 l-xerraz ka-ybiε le-blaǥi . . .
5 l-xeddama mšat l-εend . . .
6 kŭll nħaɍ ka-nduz εel z-zenqa . . .
7 mul l-qehwa kebb atay . . .
8 waš ka-teqbeđ le-flus . . .

Exercise c

1	e	3	i, a, l	5	h	7	o
2	b	4	k	6	m	8	n

Exercise e

1	e	3	a	5	b	7	d
2	c	4	g	6	h	8	f

Exercise f

1	ka-yweżżdu	In Morocco the women make the food.
2	nweṣṣl-ek	I will repair the car and then I will take you home.
3	ka-tweđđef	The government only employs people who have studied at university.
4	yreżżeε	That man wants to send his family back to Morocco; in the UK everything is very expensive.
5	ġellitti-ni	Be silent, you; you caused me to make a mistake with the word you said.
6	ka-yketteb-na	The teacher makes us write the lesson in the notebook.

Exercise h

1 l-bareħ dezt εel đ-đaṛ fayn xeddamin d-debbaġa
2 smeεt belli hada huwa l-ħeyy fayn saknin l-'aktăriya dyal d-derraza
3 ka-nṣeyfeṭ d-drari dyal-i l-l-međṛaṣa fayn qaṛyin d-drari dyal n-nas lli la bas εli-hŭm
4 ka-nđenn belli fas hiya le-mdina fayn kaynin ṣ-ṣenεat kŭll-hŭm
5 b̂b̂a ka-yexdem fe-l-meεmel fayn ta-yneszu t-tub
6 bġit neskŭn fe-l-ħeyy fayn saknin n-nas lli la bas εli-hŭm

Lesson 63 Exercise b

1 le-wżeε lli ka-nħess bi-h kayen l-teħt f-režl-i
2 dak ṭ-ṭbib lli ka-tšuf-u qŭddam-ek ka-yexdem fe-l-žamĭεa
3 l-muεellim lli weld-i ka-yxaf menn-u ka-yeskŭn f-had l-ħeyy
4 l-weld lli b̂b̂a-h mṛiđ bezzaf gales fe-l-qism
5 hadik l-qeṛya lli dezna εli-ha be-l-kaṛ qdima bezzaf
6 l-xeddam lli l-paṭṛun dyal-u ṛażel mezyan ka-yebġi l-xedma dyal-u
7 mul l-ħanut lli šriti menn-u magana żdida mša le-s-suq
8 le-flus lli rbeħt-hŭm l-baṛeħ daba mšaw

Exercise e

1 ana xayef la l-ħukuma ma-bg̶at-š tεawen n-nas lli εend-hŭm mašakil
2 ana xayef la-ykunu n-nata'iž dyal weld-ek fe-l-međrasa ma-ši mezyana
3 ana xayef la-ykun l-fermasyan mesdud daba
4 ana xayef la-ykun ŧ-ŧbib ma-ši fe-đ-đar, εend-u r-raħa l-yum
5 ana xayef la ma-telqa-š l-xerraz fe-l-ħanut dyal-u, ħit l-yum l-žŭmεa
6 ana xayef la mul l-meŧεam ma-yxelli-k-š tedxŭl, ka-yεerf-ek

Exercise f

1 la, ana xayef men l-bulis
2 la, ana xayef men l-firan
3 la, ana xayef men l-muεellim
4 la, ana xayef men ŧ-ŧbib
5 ana xayef men ŧ-ŧbib dyal s-snan
6 la, ana xayef men b̂b̂a-k
7 la, ana xayef men ž-žiran dyal-i
8 la, ana xayef men l-patrun dyal-ek

Exercise g

1 fe-l-meg̶rib ma-kayen εlaš ykun mεa-h l-paspur dyal-u
2 fe-l-ingliz ma-kayen εlaš tešri l-kutub dyal l-međrasa
3 fe-l-ingliz ma-kayen εlaš yexdem ŧ-ŧbib mεa l-ħukuma
4 fe-l-meg̶rib ma-kayen εlaš tkun εend r-ražel xedma baš yžib mrat-u
5 fe-l-ingliz ma-kayen εlaš txelles ŧ-ŧbib men žib-ek

Exercise h

1 la, ma-kayen εlaš tbeddel l-malabes dyal-ek, g̶ir xess-ek teg̶sel yeddi-k
2 la, ma-kayen εlaš tħefđu đ-đers kŭll-u, g̶ir xess-kŭm teqraw le-ktab
3 la, ma-kayen εlaš temši le-s-suq, g̶ir sir l-l-ħanut fe-z-zenqa
4 la, ma-kayen εlaš teεŧi-ni kŭll ši, g̶ir εŧi-ni teffaħa weħda
5 la, ma-kayen εlaš tεawn-ni f-had š-ši kŭll ši, g̶ir žib l-i ši atay
6 la, ma-kayen εlaš taklu kŭll ši s-seksu lli kayen fe-t-tebsil, g̶ir kulu l-lħem
7 la, ma-kayen εlaš tkemmel teqra le-ktab kŭll-u, yemken-l-ek tkemml-u g̶edda
8 la, ma-kayen εlaš tweqfu baš ħna ngelsu, g̶ir zidu šwiya

Lesson 64 Exercise b

1 mensuža
2 meεruf
3 medbug̶in
4 meg̶sulin
5 mešruba
6 mekriyin
7 mefhum
8 meqbuđin
9 meŧlub

Exercise d

Form t-I, present tense

√đɍb	ana netteđɍeb	hiya tteđɍeb	ntuma ttđeɍbu	huma yetđeɍbu
√žrħ	nti ttžerħi	huwa yettežreħ	ħna netžerħu	huma yetžerħu
√ša/uf	huwa yetšaf	hiya ttšaf	ħna netšafu	ntuma ttšafu

Form t-I, past tense

√šɍb	huwa ttešɍeb	hiya tšeɍbet	ħna ttešɍebna	huma tšeɍbu
√fhm	ana ttefhemt	huwa ttefhem	ntuma ttefhemtu	huma tfehmu
√ša/uf	nta tšefti	huwa tšaf	ħna tšefna	huma tšafu

Form t-II, present tense

√hrs	huwa yetherres	hiya tetherres	ntuma tetherrsu	huma yetherrsu
√ɛlm	huwa yetɛellem	hiya tetɛellem	ħna netɛellmu	huma yetɛellmu
√qɍa/a	huwa yetqeɍɍa	hiya tetqeɍɍa	ntuma tetqeɍɍaw	huma yetqeɍɍaw

Form t-II, past tense

√zwž	nti tzewwžti	hiya tzewwžet	ħna tzewwežna	ntuma tzewwežtu
√kml	ana tkemmelt	hiya tkemmlet	huwa tkemmel	huma tkemmlu
√qɍa/a	huwa tqeɍɍa	hiya tqeɍɍat	ntuma tqeɍɍitiw	huma tqeɍɍaw

Form III, present tense

√ħwl	ana nħawel	hiya tħawel	ħna nħawlu	huma yħawlu
√ɛwn	nti tɛawni	huwa yɛawen	hiya tɛawen	ħna nɛawnu
√žwb	ana nžaweb	huwa yžaweb	ħna nžawbu	huma yžawbu

Form III, past tense

√ɛwd	ana ɛawedt	huwa ɛawed	ħna ɛawedna	ntuma ɛawedtu
√ħwl	nti ħawelti	hiya ħawlet	huwa ħawel	huma ħawlu
√žwb	nta žawebti	huwa žaweb	ħna žawebna	huma žawbu

Form t-III, present tense

√fhm	ana netfahem	ħna netfahmu	ntuma tetfahmu	huma yetfahmu
√qđa/a	nti ttqađay	huwa yetqađa	hiya tetqađa	huma yetqađaw

Form t-III, past tense

√ša/uf	ana tšaweft	ħna tšawefna	ntuma tšaweftu	huma tšawfu
√dbz	huwa tdabez	ħna tdabezna	ntuma tdabeztu	huma tdabzu

Exercise f

1	yetđeɍbu	5	ttensa	9	ka-yetsemma	13	tħawel
2	ttekteb	6	tšeddu	10	yetkemmel	14	ka-netfahmu
3	tšaf	7	therres	11	yɛawed	15	tqađat
4	tbaɛ	8	tetqeɍɍa	12	ka-nɛawen		

Lesson 65 Exercise b

1 walakin l-ɛamăliya dyal l-qelb ǥalya kteɍ men hadik dyal l-kerš
2 walakin l-weqt dyal l-'aŧibba de-l-maxzen ka-ykun đeyyeq kteɍ men l-weqt dyal ŧ-ŧbib dyal s-snan
3 walakin l-kŭlliya dyal ŧ-ŧebb ždida kteɍ men l-kŭlliya dyal-na
4 walakin le-ħɍiq fe-ɍ-ɍaꞩ ɛend d-drari ꞩɛib kteɍ men le-ħɍiq fe-l-kerš
5 walakin l-ɛamăliya dyal l-meɛda waɛra kteɍ men l-ɛamăliya dyal le-mꞩaɍen
6 walakin bu ħemɍun ɛend le-bnat ka-tkun xaŧiɍa kteɍ men s-sxana

Exercise c

1 l-meɍđ dyal ħasan xaŧiɍ, walakin hadak dyal dris xaŧiɍ kter, u hadak dyal mħemmed huwa l-xaŧiɍ fi-hŭm
2 d-dwa dyal ħasan ǥali, walakin hadak dyal dris ǥali kteɍ, u hadak dyal mħemmed huwa l-ǥali fi-hŭm
3 l-hers dyal ħasan waɛer, walakin hadak dyal dris waɛer kteɍ, u hadak dyal mħemmed huwa l-waɛer fi-hŭm
4 l-ɛiyada dyal ħasan ždida, walakin hadik dyal dris ždida kteɍ, u hadik dyal mħemmed hiya ž-ždida fi-hŭm
5 l-biru dyal ħasan bɛid, walakin hadak dyal dris bɛid kteɍ, u hadak dyal mħemmed huwa le-bɛid fi-hŭm
6 l-makla dyal ħasan xfifa, walakin hadik dyal dris xfifa kteɍ, u hadik dyal mħemmed hiya le-xfifa fi-hŭm
7 ŧ-ŧebꞩil dyal ħasan kbir, walakin hadak dyal dris kbeɍ, u hadak dyal mħemmed huwa le-kbir fi-hŭm
8 ꞩ-ꞩiħħa dyal ħasan đɛifa, walakin hadik dyal dris đɛifa kteɍ, u hadik dyal mħemmed hiya đ-đɛifa fi-hŭm

Exercise e

1 ǥedda ꞩaħb-i ǥadi yži yƶuɍ-ni fe-ꞩ-ꞩbiŧaɍ
2 f-le-ɛšiya ŧ-ŧbib yeɍžeɛ yqelleb-ni meɍɍa x̂ɍa
3 men beɛd weld-i yži yhezz-ni men le-fraš
4 žaɍ-i ǥadi yemši yešri l-i d-dwa men l-feɍmaꞩyan

5 daba ynuđ ydir l-xedma dyal-u
6 daba ŧ-ŧbib yeřžeɛ yesteqbel n-nas

Exercise g

1 mherrsa
2 mqellqin
3 mɛeŧŧel
4 myeqqnin
5 mzewwež
6 metteki
7 mxelles̶

Index of English grammatical concepts

Vocabulary English-Moroccan

A (b) after the Moroccan word indicates the word is used in the basic part of the book, that is, Lessons 1 to 41. A number indicates any of the subsequent lessons.

English	Moroccan
to be absent, to faint	ǥab/yǥib (√ǥ$^a/_i$b) (65)
to add, continue	zad/yzid (√za/id) (57)
afraid	xayef (√x$^a/_a$f) (63)
he is afraid that	yxaf la + present tense (59)
Africa	ifriqiya (b)
after	beɛd (56)
afternoon	ɛšiya (46)
after that, later men	beɛd (52)
again	ɛawed-tani (50)
again, also	ɛawed (62)
agreeing	mettafeq (56)
all of them	kŭll-hŭm (49)
allowed	mesmuħ (√smħ) (65)
alm	ꞩadaqa (65)
alone	b-weħd-u (62)
also, until	ħetta (43)
always	dima (48)
another way	f-šekl axŭɍ (64)
anyway	iwa (64)
apples	teffaħ (♀sing.) (51)
appointment	mewɛid (45)
approximately	teqriben (57)
arm	draɛ (64)
armchair	futay (49)
armchairs	futuyat (pl.) (49)
artificer	ꞩnayɛiya (61)
as for . . ., well . . .	’amma . . . fa-. . . (59)
as well, also	hak̂da (55)
to be ashamed	ħšem/yeħšem (√hšm) (58)
to ask	sewwel/ysewwel (√swl) (48)

English	Moroccan
at the same time	f-nefs l-weqt (59)
at two o’clock	fe-ž-žuž (45)
Atlas Mountains	aŧłeꞩ (56)
attractive	žeddaba (59)
away, home	f-ħal-i (50)
baby	ꞩabi (63)
back	đheɍ (63)
bad	qbiħ (48); xayeb (b)
I hope it’s not too bad	ma-ykun bas (45)
bag	škara (b)
baker’s oven	feɍɍan (48)
bathroom, bathhouse	ħemmam (48)
to be	kan, ykun (55)
beating	đeɍb (59)
beautiful	zwin (47)
because	ħit (55)
because	li’anna (60)
to become	wella/ywelli (√wl$^a/_i$) (61)
bed	fraš (b)
bedroom	l-bit de-n-nɛas (48)
before	qbel-ma (50)
behind	muɍ (63)
belly	kerš ♀ (63)
below	l-teħt (63)
the Berber language	šelħa (56)
better	ħsen (65)
it’s better for you	ħsen l-ek (54)
between	ma-bin (56)
big	kbir (b)
big (pl.)	k̂baɍ (b)
black	keħla ♀ (b); kħel ♂ (b)
bone-doctor	ŧbib le-ɛđam (64)

English	Moroccan
book	ktab (b)
boy	weld (b)
bread	xŭbz (b)
break	hers (64)
to break	therres/yetherres (√hrs) (64)
to have breakfast	fŧeɍ/yefŧeɍ (√fŧɍ) (51)
to bring along	dda/yeddi (√dd$^{a}/_{i}$) (62); žab/yžib mɛa-. . . (√ž$^{a}/_{i}$b) (53)
broken	mherrsa (√hrs) (64)
broken-bone-healer	žebbaɍ (64)
building	bni (50)
bus	kaɍ (b)
but	walakin (b); innama (65)
to butcher, sacrifice	đbeħ/yeđbeħ (√đbħ) (65)
butter	zebda (51)
buying	šra (61)
by, through the agency of . . .	be-l-wasiŧa dyal . . . (64)
by God!	wałłah (54)
café, coffee	qehwa (b)
to be called	tsemma/yetsemma (√sm$^{a}/_{a}$, t-II) (64)
Canada	kanada (43)
car	ŧumubil (b)
carpenter	nežžaɍ (61)
carpentry	tanežžaɍet (61)
carpet	ƶeɍbiya (b)
carrot	xizzu (52)
to carry out	žra/yežri (√žr$^{a}/_{i}$) (65)
case	qađiya (60)
cassette recorder	musežžala (54)
centre (of town)	weṡŧ (le-mdina) (49)
certificate of insolvency	š-šahada dyal đ-đŭɛf (65)
chair	kŭrsi (b)
chairs	k̂rasa (b)
to change	beddel/ybeddel (√bdl) (60)
cheap	ɍxiṡ (b)

English	Moroccan
chicken	džaž (65)
chickpeas	ħŭmmeṡ (52)
child	ŧifl (59)
children	drari (42)
children	’aŧfal (pl.) (59)
cigarette	gaɍɍu (b)
city	mdina (b)
civil servant	mweđđaf (√wđf) (61)
Classical (Standard) Arabic	l-ɛeɍbiya l-fuṡħa (54)
classroom	qism (59)
clean	nqi (b)
clinic	ɛiyada (64)
closed	mešdud (b)
cloth	tub (60)
clothes	malabes (60)
coat	kebbuŧ (b)
cobbler	xerraz (61)
coffee, café	qehwa (b)
cold	ɍ-ɍwaħ (always with article) (63)
cold	bared (b)
to colonise	steɛmeɍ/yesteɛmeɍ (√ɛmɍ) (57)
come!	aži (47)
come	yałłah (45)
coming	žay (√ž$^{a}/_{i}$) (59)
complaints (about health)	mađeɍɍa (63)
completely	kŭll-u (49)
to cook	ŧeyyeb/yŧeyyeb (√ŧyb) (52)
copper	nħas (62)
correct	ṡħiħ (57)
costs	nafaqa (65)
to cough	keħħ/ykŭħħ (63)
country	blad ♀ (b)
country(side)	badiya (58)
courtyard	weṡŧ đaɍ (49)
couscous	seksu (51)
couscous pan	keskas (52)
cow	begɍa (65)
cows, beef	bgeɍ (52)
craft	ṡenɛa (61)
crockery	mwaɛen (61)

English	Moroccan
to cry	bka/yebki (√bk^a/$_i$) (63)
cup	ǥŭɍɍaf (b)
cupboard	maryu (50)
to cut, tear	qŧeɛ/yeqŧeɛ (√qŧɛ) (65)
danger, risk	xaŧaɍ (63)
dangerous	xaŧiɍa (63)
day	yum (45); nhaɍ (51)
dead	miyyet (62)
defect	ɛeyb (64)
dentist	ŧ-ŧbib dyal s-snan (63)
dessert	disèr (53)
dialect	dariža (54)
to die	mat/ymut (√m^a/$_u$t) (57)
difference	feɍq (56)
difficult	ꞩɛib (58)
dinner	ɛša ♂ (51)
dirham	derhem (pl. drahem) (50)
dirham, 1/20th of a	ryal (50)
dirty	mwessex (b)
dish	ŧebꞩil (53)
doctor (not specialised)	ŧ-ŧbib l-ɛamm (64)
doctors	’aŧibba (64)
dog	kelb (b)
to be done, finished	tkemmel/yetkemmel (√kml) (64)
donkey	ħmaɍ (b)
door	bab (b)
to drink	šɍeb/yešɍeb (√šɍb) (45)
drinking	šɍib (62)
Dutch	hułanđi (56)
to earn	rbeħ/yerbeħ (√rbħ) (60)
ears	wednin (57)
easy	sahel (55)
to eat	kla/yakŭl (√akl) (45)
education	teɛlim (59)
eggs	beyđ (64)
to employ	xeddem/yxeddem (√xdm) (60)
employer	paŧɍun (60)
empty	xawi (b)
the English language	l-ingliziya (55)
enough	kafi (53, 65)
enter	dxŭl (47)
especially	be-l-xuꞩuꞩ (58)
etcetera	’ila ǥir-u dalik (52); ’ila ’axĭri-h (65)
Europe	uɍubba (59)
even if	waxxa (60)
evening/night	lil (51)
everybody	kŭll waħed (53)
everyone, everything, all	kŭll ši (46)
to examine	qelleb/yqelleb (√qlb) (63)
exclamation of admiration	tbaɍek łłah (47)
excuse me	smeħ l-i (45)
expensive	ǥali (b)
eyes	ɛeynin (59)
factory	fabrika (42); meɛmel (60)
faculty	kŭlliya (65)
family	ɛa’ĭla (43)
family doctor	ŧbib l-’usra (64)
far away	bɛid (b)
farmers	fellaħa (58)
fat	idam (51)
fathers, parents	’aba’ (59)
to fear	xaf/yxaf men (√x^a/$_a$f) (59)
to feel	ħess/yħess b-. . . (√ħss) (63)
fever	sxana (63)
fez (hat)	ŧeɍbuš (62)
fifth	xamĭs (57)
fire	ɛafya (52)
first	lewwel ♂, lewwla ♀ (47)
first (of all)	fe-l-lewwel (52)
fish	ħut (52)

floor	ŧebqa (49)
flour	ŧħin (64)
food	makla (51)
forbidden	memnuɛ (√mnɛ) (65)
foreigners	’ažanib (pl.) (55)
for example	matalăn (50)
to forget	nsa/yensa (√ns^{a}/$_{a}$) (57)
forms	škal (pl.) (56)
freedom	ħŭɍɍiya (58)
the French language	le-fɍanꞩawiya (55)
Friday	l-žŭmɛa (60) / nhaɍ l-žŭmɛa (60)
to frighten	xewwef/yxewwef (√x^{a}/$_{a}$f) (62)
fruit	fawakĭh (pl.) (51)
to be full up	šbeɛ/yešbeɛ (√šbɛ) (53)
furniture	’atat (pl.) (49)
garlic	tuma (52)
German measles	bu ħemɍun (without article) (63)
to get	ħeꞩꞩel/yħeꞩꞩel ɛla (√ħꞩl) (57)
to get along with somebody	tfahem/yetfahem mɛa-. . . (√fhm) (60)
ghosts	(sing.) ženn žnun (65)
gift	hdiya (b)
girl, daughter	bent (b)
glass	kas (b)
to go	mša/yemši (√mš^{a}/$_{i}$) (60)
go ahead	zid (53)
goat	meɛza (b)
God rest his soul	łłah yreħm-u (57)
God willing	in ša łłah (45)
going	maši (56)
good	mezyan (b); bi-xiɍ (45)
good, suitable	ꞩalħa (59)
good, wonderful, remarkable	ɛžib (54)
goodbye	be-s-slama (45); łłah ysellm-ek (45)
good evening	msa l-xiɍ (b)
good morning	ꞩbaħ l-xiɍ (46)
government	ħukuma (59)
to grab, receive	qbeđ/yeqbeđ (√qbđ) (61)
grapes	ɛineb (♂ sing.) (51)
green	xđeɍ (52)
ground floor	sefli (b)
ground floor flat	’aɍđiya, đaɍ (49)
to guard	ħđa/yeħđi (√ħđ^{a}/$_{i}$) (62)
guests	đyaf (sing đif) (48)
guest room	bit đ-đyaf (48)
half	neꞩꞩ (60)
hand	yedd (b)
to happen	wqeɛ/yewqeɛ (√wqɛ) (65)
to have to kan lazem	ɛli-h (64)
he	huwa (b)
to heal	bɍa/yebɍa (√bɍ^{a}/$_{a}$) (63)
health	ꞩiħħa (63)
to hear	smeɛ/yesmeɛ (√smɛ) (59)
heart	qelb (65)
heat	ꞩehd (50)
heavy, difficult	waɛeɍ (65)
he is	ɍa-h (64)
to help	ɛawen/yɛawen (√ɛwn) (54)
spices	ɛeŧɍiya (52)
here	hnaya (43)
here you go	tfeđđel (b)
hides	žlud (62)
history	tarix (57)
to hit	đɍeb/yeđɍeb (√đɍb) (59)
hospital	ꞩbiŧaɍ (65)
hours	swayeɛ (59)
house	đaɍ (b)
housemates	mwalin đ-đaɍ (60)
how	kifaš (52)
how	kif (48)
how are you	la bas (b); kif dayer (46)
how many	šħal men (56)

human	insan (55)
hundred	mya (57)
to hurt	đeɍɍ/yđeɍɍ (√đɍɍ); wžeɛ/yewžeɛ (√wžɛ) (63)
husband	ɍažel (b)
I	ana (b)
idea	fikɍa (58)
if	ila (58)
if, when	ħin (50)
ill (sing.)	mɍiđ (b)
illness	meɍđ (65)
important	muhimm (61)
indeed, actually	fiɛlăn (64)
independence	istiqlal (57)
inhabited	meskun (65)
injection, syringe	šuka (65)
on the inside	l-daxel (64)
intestines	mꞩaɍen (63)
to introduce to somebody	yqeddem/yqeddem l-. . . (√qdm) (47)
issue	mes'ala (58)
issues	masa'ĭl (58)
it was for me	ža-ni (55)
jam	konfitür (51)
jellaba	žellaba (b)
judge	qađi (b)
key	sarut (b)
kilometres	kiluméŧɍat (58)
kind	nuɛ (60)
king	malik (57)
kitchen	kuzina (48)
to know	ɛref/yeɛɍef (√ɛɍf) (53)
knowing	ɛaɍef (√ɛrf) (57)
knowing	(remembering) ħafeđ (√ħfđ) (57)
known	meɛɍuf (√ɛɍf) (64)
Koran scholar	fqih (65)
language	luǥa (54)
late (too)	mɛeŧŧla (58)
to learn	tɛellem/yetɛellem (√ɛlm) (54)
having learnt	qaɍi (56)
leather slipper	belǥa (62)
to leave	xella/yxelli (√xl^a/$_i$) (52)
legs	režlin (58)
to do/take less . . .	neqqeꞩ/yneqqeꞩ men (√nqꞩ) (63)
lesson	đeɍꞩ (57)
to let/rent	kra/yekri (√kr^a/$_i$) (48)
letters	ħuruf (54)
to lift	hezz/yhezz (√hzz) (63)
light (of food)	xfif (51)
light, electricity	đuw (60)
like	bħal (49)
like	ka- (59)
like nothing, 'is nothing much'	kif walu (48)
limited	đeyyeq (65)
to listen	tꞩenneŧ/yetꞩenneŧ (√ꞩnŧ) (65)
to live	ɛaš/yɛiš (√ɛ^a/$_i$š) (59)
to live	sken, yeskŭn (√skn) (49)
living	saken (42)
living	ɛayšin (pl.) (√ɛ^a/$_i$š) (59)
living room	bit le-glas (48)
to look for	qelleb/yqelleb ɛla (√qlb) (60)
loom	mensež (60)
to love	bǥa, yebǥi (√bǥ^a/$_i$) (47)
lunch	ǥda (51)
lying	mettekki (63)
machines	'alat (65)
madam	lalla (b)
maid	xeddama (61)
majority	'aktăriya (62)
to make	ɛemmeɍ (√ɛmɍ) (52)
to make	ꞩewweb/yꞩewweb (√ꞩwb) (61)

to make enter	dexxel/ydexxel (√dxl) (62)
to make understand, explain	fehhem/yfehhem (√fhm) (62)
man	ɍažel (b)
marabout (person and tomb)	siyyed (65)
market	suq (b)
married	mzewwež (44)
to marry	tzewwež/ yetzewwež (√zwž) (58)
to marry off	zewwež/yzewwež (√zwž) (58)
to master	tqen/yetqen (√tqn) (55)
may God recompense (you)	łłah yexlef (53)
meat	lħem (b)
medicine	dwa ♂ (63)
medicine	ŧebb (65)
to meet, encounter	lqa/yelqa (√lq$^a/_a$) (55)
methods	ŧuɍŭq (59)
milk	ħlib (b)
ministry	wizaɍa (61)
mint	neɛneɛ (53)
(on) that moment	saɛa, dik s- (62)
Monday	nhaɍ t-tnayn (60)
money	flus (55)
more	kteɍ (58, 65)
Moroccan	meǥribi ♂ (42)
Moroccan woman/language	meǥribiya ♀ (42)
Morocco	meǥrib, l- (b)
mouse	faɍ (pl. fiɍan) (b)
to do/take	ketteɍ/yketteɍ men
too much	(√ktr) (63)
my brother	xu-ya (43)
my father	b̂b̂a (43)
my mother	m̂m̂-i (43)
my sister	x̂t-i (43)
name	smiya (42)
near	qɍib (men) (b)
needs	la bŭdd men (52)

neighbourhood	ħeyy (48)
neighbours	žiran (pl.) (48)
the Netherlands	hułanđa (56)
new	ždid (b)
night	lila (59)
no	la (b)
noon	đhuɍ (60)
not	ma-ši (b)
not any ma-. . . (v.)	ħetta ši . . ./ħaža (63)
not bad	la bas! (b)
notebook	kŭnnaš (b)
nothing	walu (48)
nurses	fermeliyat (65)
of course	meɛlum (50)
office	biru (61)
official greeting	ahlen wa sahlen (47)
oil	zit ♀ (b)
okay	waxxa (45)
old, worn out	balya (62)
one	waħed, ♂ weħda ♀ (55)
one day	waħed n-nhaɍ (64)
onions	bꞩel ♂ (sing.) (52)
only	yałłah (48)
open	meħlul (b)
to open, to solve	ħell/yħell (√ħll) (59)
operation (also medical)	ɛamăliya (65)
opposite	qŭddam (53)
or	wella (44)
other	axŭɍ (b)
other	x̂ɍa ♀ (b)
outside	l-beɍɍa (49)
over	fuq (52)
pain	ħɍiq (63)
pan	ŧenžɍa (52)
parents	walidin (59)
party	ħefla (65)
to pass	daz/yduz (√d$^a/_u$z) (ɛla) (56)

English	Moroccan
passing	dayez (56)
passport	paꞩpuɍ (44)
to pay	xelleꞩ/yxelleꞩ (√xlꞩ) (64)
peace be upon you	s-salam εli-kŭm (b)
pen	stilu (b)
people (the)	nas (48)
people (a)	šeεb (56)
pepper	ibzaɍ (52)
pepper (sweet)	felfel (52)
period	mŭdda (65)
permission	’idn (65)
person	šexꞩ (65)
pharmacy	feɍmaꞩyan (63)
photo	teꞩwiɍa (64)
pill	kina (63)
place	blaꞩa (55)
place	makan (56)
plaster	geps (64)
please	men feđl-ek (b)
pleased to meet you	metšerrfin (47)
pleases me	εažeb-ni (48)
pocket	žib (b)
poor	meskin (63)
possessed	mežnun (65)
it is possible that you	yemken l-ek (50)
it’s not possible	ma-ta-yemken-š (50)
post office	buꞩŧa (b)
potatoes	baŧaŧa (51)
pottery	fexxaɍ (62)
principles	mabadi’ (59)
problem	muškila (50)
no problem	ma-kayen bas (60); ši bas ma-kayen (60)
problems	mašakil (59)
proprietor	mul đ-đaɍ (48)
pupils	talamid (pl.) (59)
to put	dar/ydir (√d^{a}/$_{i}$r) (52)
a quarter past four	ɍ-ɍebεa u ɍbeε (60)
to reach	wꞩel/yewꞩel (√wꞩl) (58)
ready	mewžud (√wžd) (59)
reasonable	meεqul (√εql) (64)
to receive	steqbel/yesteqbel (√qbl) (65)
remembering	εaqel (√εql) (57)
to remove	ħeyyed/yħeyyed (√ħyd) (63)
renting, letting	kari (49)
to repair	ꞩƚeħ/yeꞩƚeħ (√ꞩƚħ) (62)
to request	tŧleb/yeŧleb (√ŧlb) (59)
residence, living, accommodation	sukna (48)
response to standard greeting	wa εli-k/-kŭm s-salam (45)
responsibility	mes’uliya (59)
rest, free time	ɍaħa (60)
restaurant	meŧεem (46)
results	nata’iž (59)
to return	ɍžeε/yeɍžeε (√ɍžε) (53)
Rif Berber	rifi (56)
Rif Mountains	rif (56)
you are right	εend-ek l-ħeqq (54)
to rise	nađ/ynuđ (√n^{a}/$_{u}$đ) (63); wqef/yewqef (√wqf) (59)
river	wad (b)
room	bit (b)
sacrificial animal	đbiħa (65)
saffron	ƶeεfɍan (52)
salad	šƚađa (51)
sale	biε (61)
salon	ꞩalun (49)
salt	melħa (52)
the same	nefs l- (59)
Saturday	sebt (60) /nhaɍ s-sebt (60)
sauce	meɍqa (52)
to say	qal/yqul (√q^{a}/$_{u}$l) (54)
school	međɍaꞩa (b)
second	tani (51)
to see	šaf/yšuf (√š^{a}/$_{u}$f) (b)
it seems to me	yeđheɍ li-ya (59)

English	Moroccan
to be seized	tteqbeđ/yetteqbeđ (√qbđ, tt-I) (65)
to send	ꞩifeŧ/yꞩifeŧ (√ꞩyfŧ) (58)
to send outside, away	xerrež/yxerrež (√xrž) (60)
in his service	ɛla yedd (62)
to sew	xeyyeŧ/yxeyyeŧ (√xyŧ) (61)
shame	ħšuma (58)
she	hiya (b)
sheep, mutton	ǥnem (ook: ǥlem) (52); ħewli (b)
shoes	ꞩbabeŧ (62)
shop	ħanut (b)
siblings	xut (62)
since	daba lli (59)
since . . ., . . .	hadi . . . u . . . (43)
sir	a sidi (b)
slowly	be-šwiya (54)
small	ꞩǥiɍ (b)
small, narrow	đeyyeq (48)
to make small(er)	ꞩeǥǥeɍ (√ꞩǥɍ) (62)
so	iden (56)
soap	ꞩabun (b)
sofas	sdader (pl.) (49)
somebody	ši waħed (54)
some people	beɛđ n-nas (51)
something	ši ħaža (45)
sometimes	beɛđ l-'aħyan (58)
sometimes	beɛđ l-meɍɍat (51)
soot	ħmum (50)
soup	ħrira (51)
Sous Berber language	susiya (56)
Sous region	sus (56)
to speak	hđeɍ/yehđeɍ (√hđɍ) (45)
to speak	tkellem/yetkellem (√klm) (54)
specialist	ixtiꞩaꞩi (64)
splint	žbira (64)
state, government	mexzen (65)
to stay	bqa/yebqa (√bq^{a}/$_{a}$) (55)
stew dish	ŧažin (51)
still	baqi (√bq^{a}/$_{a}$) (57)

English	Moroccan
still	ma-zal (61)
to stipulate	šɍeŧ/yešɍeŧ (√šrŧ) (65)
stomach	meɛda (63)
straight	nišan (64)
street	zenqa (b)
student	ŧaleb (65)
to study	qɍa/yeqɍa (√qɍ^{a}/$_{a}$) (54)
Sufi-gathering	ħeđɍa (65)
sugar	sŭkkaɍ (b)
sun	šems (b)
Sunday	l-ħedd (60) / nhaɍ l-ħedd (60)
sure	myeqqen (63)
table	ŧebla (b)
take!	xud (52)
to take	xda/yaxŭd (√axd) (52)
talk	heđɍa (58)
to tan	dbeǥ/yedbeǥ (√dbǥ); dbeǥ (62)
tanners	debbaǥa (62)
tasty	ldid (b)
taylor	xeyyaŧ (61)
tea	atay (46)
to teach	qeɍɍa/yqeɍɍi (√qɍ^{a}/$_{a}$) (59)
teacher, patron	mɛellem (√ɛlm) (62); muɛellim (√ɛlm) (57)
teapot	berrad (b)
tell me	qul-li-ya (44)
thank God	l-ħemdu li-llah (45)
thank you	šŭkrăn; baɍak łłahu fi-k (47)
that	dak ♂ (b)
that	dik ♀ (b)
that (conjuction)	belli (58)
that (rel. pron.)	lli (51)
that means, that is	yeɛni (49)
that stuff	dak š-ši (50)
then	tŭmma (56)
there	temma (65)
there is, there are	kayen (48)

English	Moroccan
there you go	hak (53)
these (pl.)	hadu (b)
they	huma (b)
(some)thing	ħaža (62) (pl. ħažat/ħwayež) (61)
to think	fekkeɍ/yfekkeɍ (√fkɍ) (50)
to think that . . .	đenn/yđenn belli . . . (√đnn) (55)
thirst	ɛŧeš (53)
this	had ♂ (b)
this	hadi ♀ (b); hada ♂ (b)
those	duk (b)
thousand	alef (50)
three quarters of an hour	saɛa llaɍebb (60)
to throw	laħ/yluħ (√l$^a/_u$ħ) (65)
Thursday	nhaɍ le-xmis (60)
time	weqt (45)
time (occurrence)	xeŧɍa (61), meɍɍa (45)
3 times as much . . .	xeŧɍat, kteɍ ɛla tlata de-l- . . . (61)
tired	ɛeyyan (b)
to	l(e)- (46)
to . . .	baš (49)
today	l-yum (57)
tomato	maŧiša (52)
to me	li-ya (44)
trade	tižara (61)
to treat	ɛalež/yɛalež (√ɛlž) (64)
treatment (not medical)	muɛamăla (65)
Tuesday	nhaɍ t-tlata (60)
twenty	ɛešɍin (42)
twenty-eight	tmenya u ɛešɍin (42)
two hours	saɛtayn (59)
the two together, both	be-ž-žuž (52)
UK (12)	l-ingliz
to understand	fhem/yefhem (√fhm) (54)
unfortunately	mɛa l-'asaf (56)
university	žamiĭɛa (54)
upbringing	teɍbiya (59)
upper floor	fuqi (49)
USA (43)	merikan
usually	ǥaliben (64)
vegetables	xŭđɍa (51)
village	qeɍya (58)
visit	ƶiyaɍa (65)
to visit	ƶaɍ/yƶuɍ (√ƶ$^a/_u$ɍ) (59)
wage	'užɍa (60)
wages (governmental)	manđa (61)
to wait, be patient	ꞩbeɍ/yeꞩbeɍ (√ꞩbɍ) (63)
to want	bǥa/yebǥi (√bǥ$^a/_i$) (47)
wanting	baǥi (55)
warm	sxun (51)
to wash	ǥsel/yeǥsel (√ǥsl) (52); ꞩebben/ yꞩebben (√ꞩbn) (61)
washing	ǥsil; teꞩbin (62)
watch	magana (b)
water	ma, l- (b)
to weave	nsež/yensež (√nsž) (60)
weaver	derraz (62)
Wednesday	nhaɍ l-arbeɛ (60)
week	simana (59); ' usbuɛ (62)
welcome	mɍeħba bi-k (53)
well off	la bas ɛli-hŭm (61)
what	šnu (ašnu) (44)
whatever you want	lli bǥiti (52)
what is wrong with you	ma l-ek (45)
what time	fuq-aš (60)
when	fuq-aš (57)
where	fayn (55)
where from	mnayn (44)
white	beyđa ♀ (b); byeđ ♂ (b)
to whiten	beyyeđ (√byđ) (62)

English	Moroccan
why	εlaš (48)
will	ǥadi (53)
window	seržem (49)
with	mεa (42)
with me	mεa-ya (46)
without	bla (55)
without anything	bla walu (55)
woman	mɍa (b)
wood	xšeb (64)
word	kelma (54)
work	xedma (55)
to work	xdem/yexdem (√xdm) (42)
working, worker	xeddam (60)
worried about . . .	mqellqa εla . . . (63)
written	mektuba (√ktb) (64)
to be wrong	ǥleŧ/yeǥleŧ (√ǥlŧ) (57)
X-ray machine	ɍađyu (63)
Year sana,	εam (42)
yesterday	l-bareħ (57)
you	nta ♂ (b); nti ♀ (b); ntuma (pl.) (b)
you don't have to . . .	ma-kayen εlaš (63)
you must, you need	xes̶s̶-ek (52)

Vocabulary Moroccan-English

Some notes to keep in mind regarding the alphabetical order of the Moroccan: the consonants that have been adapted by a dash follow the 'normal' consonants without dash. All letters count when establishing the alphabetical order. The **ɛ** is regarded as a letter c when determining the alphabetical order.

'aba' (59) fathers, parents
'aktăriya (62) majority
'alat (65) machines
'amma . . . fa-. . . (59) as for . . ., well . . .
'aɍđiya, đaɍ (49) ground floor flat
'atat (pl.) (49) furniture
'aŧfal (pl.) (59) children
'aŧibba (64) doctors
'ažanib (pl.) (55) foreigners
'idn (65) permission
'ila 'axịri-h (65) et cetera
'ila ǥir-u dalik (52) et cetera
'istiqlal (57) independence
'usbuɛ (62) week
'užɍa (60) wage

a lalla (b) madam
a sidi (b) sir
ahlen (47) answer to ahlen wa sahlen
ahlen wa sahlen (47) official greeting
alef (50) thousand
ana (b) I
atay (46) tea
aŧles (56) Atlas Mountains
axŭɍ (b) other
aži (47) come

bab (b) door
badiya (58) country(side)
baǥi (55) wanting
balya (62) old, worn out
baqi (√bq$^{a}/_{a}$) (57) still
bared (b) cold
baɍak ƚƚahu fi-k (47) thank you
baš (49) to . . .
baŧaŧa (51) potatoes
b̂b̂a (43) my father
bɛid (b) far away
beɛd (56) after
beɛđ l-'aħyan (58) sometimes
beɛđ l-meɍɍat (51) several times, sometimes
beɛđ n-nas (51) several/some people
beddel/ybeddel (√bdl) (60) to change
begɍa (65) cow
belǥa (62) leather slipper
belli (58) that
be-l-xusus (58) especially
bent (b) girl, daughter
berrad (b) teapot
beɍɍa, l- (49) outside
be-s-slama (b, g45) goodbye
be-šwiya (54) slowly
beyđ (64) eggs
beyđa (b) white ♀
beyyeđ (√byđ) (62) to whiten
bezzaf a lot, very . . . (b)
be-ž-žuž (52) the two together, both

bgeɍ (52) cow, beef
bǥa/yebǥi (√bǥ^{a}/$_{i}$) (47) to want
bħal (49) like
biɛ (61) sale
biru (61) office
bit (b) room
bit de-n-nɛas, l- (48) bedroom
bit đ-đyaf (48) guest room
bit le-glas (48) living room
bi-xiɍ (45) good
bka/yebki (√bk^{a}/$_{i}$) (63) to cry
bla (55) without
bla walu (55) without anything
blad ♀ (b) country
blaǥi (62) pl. of belǥa
blaꞩa (55) place
bni (50) building
bqa/yebqa (√bq^{a}/$_{a}$) (55) to stay
bɍa/yebɍa (√bɍ^{a}/$_{a}$) (63) to heal
bꞩel ♂ (sing.) (52) onions
bu ħemɍun (without article) (63)
German measles
bulis police (44)
buꞩŧa (b) post office
b-weħd-u (62) alone
byeđ ♂ (b) white

ɛa'i̱la (43) family
ɛafya (52) fire
ɛalež/yɛalež (√ɛlž) (64) to treat
ɛamăliya (65) operation (also medical
operation)
ɛaqel (√ɛql) (57) remembering
ɛaɍef (√ɛrf) (57) knowing
ɛaš/yɛiš (59) (√ɛ^{a}/$_{i}$š) (59) to live
ɛawed (62) again also
ɛawed-tani (57) again
ɛawen/yɛawen (√ɛwn) (54) to help
ɛayšin (pl.) (√ɛ^{a}/$_{i}$š) (59) living
ɛažeb-ni (48) pleases me

ɛemmeɍ (√ɛmɍ) (52) to make
ɛemɍ-ek, f- (44) your age
ɛeɍbiya l-fuꞩħa, l- (54) Classical
(Standard) Arabic
ɛešɍin (42) twenty
ɛeŧɍiya (52) spices
ɛeyb (64) defect
ɛeynin (59) eyes
ɛeyyan (b) tired
ɛineb ♂ (sing.) (51) grapes
ɛiyada (64) clinic
ɛla yedd (62) in his service
ɛlaš (48) why
ɛɍef/yeɛɍef (√ɛrf) (53) to know
ɛša ♂ (51) dinner
ɛšiya (46) afternoon
ɛteš (53) thirst
ɛžib (54) good, wonderful, remarkable

daba lli (59) since
dak ♂ (b) that
dak š-ši (50) that stuff
dar/ydir (√d^{a}/$_{i}$r) (52) to put
dariža (54) dialect
daxel, l- (64) on the inside
dayez (56) passing
daz/yduz (√d^{a}/$_{u}$z) (ɛla) (56) to pass
dbeǥ (62) tanning
dbeǥ/yedbeǥ (√dbǥ) (62) to tan
dda/yeddi (√dd^{a}/$_{i}$) (62) to bring along
debbaǥa (62) tanners
derhem (pl. drahem) (50) dirham
derraz (62) weaver
dexxel/ydexxel (√dxl) (62) to make
enter
dik ♀ (b) that
dima (48) always
disèr (53) dessert
draɛ (64) arm
drari (42) children

duk (b) those
dwa ♂ (63) medicine
dxŭl (47) enter
džaž (65) chicken
đaɍ ♀ (b) house
đbeħ/yeđebħ (√đbħ) (65) to butcher, sacrifice
đbiħa (65) sacrificial animal
đenn/yđenn belli . . . (√đnn) (55) to think that . . .
đeɍb (59) beating
đeɍɍ/yđeɍɍ (√đɍɍ) (63) to hurt
đeɍs (57) lesson
đeyyeq (48) small, narrow
đeyyeq (65) limited
đheɍ (63) back
đhuɍ (60) noon
đɍeb/yeđɍeb (√đɍb) (59) to hit
đuw (60) light, electricity
đyaf (sing. đif) (48) guests

f- in (b)
fabrika (42) factory
faɍ (b) mouse
fawakih (pl.) (51) fruit
fayn (55) where
fehhem/yfehhem (√fhm) (62) to make understand, explain
fekkeɍ/yfekkeɍ (√fkɍ) (50) to think
felfel (52) (sweet) pepper
fellaħa (58) farmers
fe-l-lewwel (52) first of all
fermeliyat (65) nurses
feɍħan glad (b)
feɍmasyan (63) pharmacy
feɍq (56) difference
feɍɍan (48) baker's oven
fexxaɍ (62) pottery
fhem/yefhem (√fhm) (54) to understand
fiɛlăn (64) indeed, actually
fikɍa (58) idea
flus (55) money
fqih (65) Koran scholar
fɍansawiya, le- (55) the French language
fraš (b) bed
fteɍ/yefteɍ (√ftɍ) (t51) to have breakfast
fuq (52) over
fuq-aš (60) what time
fuq-aš (57) when
fuqi (49) upper floor
futay (49) armchair
futuyat (pl.) armchairs

gaɍɍu (b) cigarette
gles (45) to sit
geps (64) plaster
ǥab/yǥib (√ǥ a/i b) (65) to be absent, 'to faint'
ǥadi (53) will
ǥali (b) expensive
ǥaliben (64) usually
ǥda (51) lunch
ǥir only
ǥlet/yeǥlet (√ǥlt) (57) to be wrong
ǥnem (also: ǥlem) (52) sheep, mutton
ǥsel/yeǥsel (√ǥsl) (52) to wash
ǥsil (62) washing
ǥŭɍɍaf (b) cup

had (b) this
hada ♂ (b) this
hadi ♀ (b) this
hadi . . . u . . . (43) since. . ., . . .
hadu (pl.) (b) those
hak (53) there you go
hakda (55) as well, also
hdiya (b) gift
hđeɍ/yehđeɍ (√hđɍ) (45) to speak
heđɍa (58) talk
hers (64) break

hezz/yhezz (√hzz) (63) to lift
hiya (b) she
hnaya (43) here
hułanđa (56) the Netherlands
hułanđi (56) Dutch
huma (b) they
huwa (b) he
ħafeđ (√ħfđ) (57) knowing (remembering)
ħal-i, f- (50) away, home
ħanut (b) shop
ħaža (pl. ħažat/ħwayež) (62) (some) thing
ħđa/yeħđi (√ħđ$^{a}/_{i}$) (62) to guard
ħda (b) next to
ħedd, l- (60) Sunday
ħeđṛa (65) Sufi-gathering
ħefla (65) party
ħell/yħell (√ħll) (59) to open, to solve
ħemdu li-llah, l- (45) thank God
ħemmam (48) bathroom, bathhouse
ħeqq, εend-ek l- (54) you are right
ħess/yħess b-. . . (√ħss) (63) to feel
ħeṣṣel/yħeṣṣel εla (√ħṣl) (57) to get
ħetta (43) also, until
ħewli (b) sheep
ħeyy (48) neighbourhood
ħeyyed/yħeyyed (√ħyd) (63) to remove
ħin (50) if, when
ħit (55) because
ħlib (b) milk
ħmaṛ (b) donkey
ħmum (50) soot
ħna (b) we
ħrira (51) soup
ħṛiq (63) pain
ħšem/yeħšem (√ħšm) (58) to be ashamed
ħsen (65) better
ħsen l-ek (54) it's better for you
ħšuma (58) shame
ħukuma (59) government
ħŭmmeṣ (52) chickpeas
ħŭṛṛiya (58) freedom
ħuruf (54) letters
ħut fish
ħzin (b) sad

ibzaṛ (52) pepper
idam (51) fat
iden (56) so
ifriqiya (b) Africa
ila (58) if
l-ingliz (12) the UK
l-ingliziya (55) the English language
in ša łłah (45) God willing
innama (65) but
insan (55) human
iwa (64) anyway
ixtiṣaṣiyin (64) specialists
iyeh (b) yes

ka- (59) like
kafi (53, 65) enough
kanada (43) canada
kanet (55) she was
kaṛ (b) bus
kari (49) renting, letting
kas (b) glass
kayen (48) there is, there are
ḱbaṛ (b) big (pl.)
kbir (b) big
kebbuṭ (b) coat
keħħ/ykŭħħ (63) to cough
keħla (b) black
kelb (b) dog
kelma (54) word
kerš ♀ (63) belly
keskas (52) couscous pan
kesksu (b) couscous
ketteṛ/yketteṛ men (√ktr) (63) to do/take too much

kħel (b) black
kif (48) how, like
kif dayer (46) how are you
kif walu (48) like nothing, 'is nothing much'
kifaš (52) how
kilumétŧɍat (58) kilometres
kinat (sing. kina) (63) pills
kla/yakŭl (√akl) (45) to eat
konfitür (51) jam
kra/yekri (√kr$^{a}/_{i}$) (48) to let/rent
krasa (b) chairs
ktab (b) book
kteb (45) to write
kteɍ (58) more
ktub (b) books
kŭll ši (46) all, everyone, everything
kŭll waħed (53) everybody
kŭll-hŭm (49) all of them
kŭlliya (65) faculty
kŭll-u (49) completely
kŭnnaš (b) notebook
kŭnt (55) I was
kŭrsi (b) chair
kutub (59) ktub (b)
kuzina (48) kitchen

la (b) no
la bas? (b) how are you?
la bas! (b) not bad
la bas ɛli-hŭm (61) well off
la bŭdd men (52) needs (inevitably)
lazem, kan lazem ɛli-h (64) to have to
laħ/yluħ (√l$^{a}/_{u}$ħ) (65) to throw
l-bareħ (57) yesterday
ldid (b) tasty
l(e) - (46) to
lewwel, fe-l- (47) first (o f all)
lħem (b) meat
l-ħemdu li-llah (b) thank God
li'anna (60, 65) because
lil (51) evening/night
lila (59) night
li-ya (44) to me
łłah yexlef (53) may God recompense (you)
łłah yreħm-u (57) God rest his soul
łłah ysellm-ek (45) goodbye
lli (51) that (rel pron)
lli bǥiti (52) whatever you want
lqa/yelqa (√lq$^{a}/_{a}$) (55) to meet, encounter
luǥa (54) language
lus (64) brother-in-law
l-yum (57) today

ma (b) water
ma-. . . (v.) ħetta
ši . . ./ħaža (63) . . . (v.) not any
ma l-ek (45) what is wrong with you
ma-bin (56) between
ma-kayen bas (60) no problem
ma-kayen ɛlaš (63) you don't have to. . .
ma-ši (b) not
ma-ykun bas (45) I hope it's not too bad
ma-zal (61) still
mabadi' (59) principles
mađeɍɍa (63) complaints (about health)
magana (b) watch
maǥaɍḭba (59) mǥaɍba
makan (56) place
makla (51) food
malabes (60) clothes
malik (57) king
manđa (61) (government) wages
maryu (50) cupboard
masa'i̱l (58) issues
mašakil (pl.) (55) problems
maši (57) going
mat/ymut (√m$^{a}/_{u}$t) (57) to die
matalăn (50) for example

maŧiša (52) tomato
mɛa (42) with
mɛa l-'asaf (56) unfortunately
mɛa-ya (46) with me
mɛellem (√ɛlm) (62) teacher, patron
mɛeŧŧla (58) too late ♀
mdina (b) city
meɛda (63) stomach
meɛlum (50) of course
meɛmel (60) factory
meɛqul (√ɛql) (64) reasonable
meɛɍuf (√ɛɍf) (64) known
meɛza (b) goat
međɍaꞩa (b) school
meǥrib, l- (b) Morocco
meǥribi ♂ (42) Moroccan
meǥribiya ♀ (42) Moroccan, Moroccan woman
meħlul (b) open
mektub (√ktb) (64) written
melħa (52) salt
memnuɛ (√mnɛ) (65) forbidden
men beɛd (52) after that, later
men feđl-ek (b) please
mensež (60) loom
meɍđ (65) illness
merikan (43) USA
meɍqa (52) sauce
meɍɍa (45) time, some time
mes'ala (58) issue
mes'uliya (59) responsibility
mešdud (b) closed
meskin (63) poor
meskun (65) inhabited
mesmuħ (√smħ) (65) allowed
meŧɛem (46) restaurant
metšerrfin (47) pleased to meet you
mettafeq (56) agreeing
mettekki (63) lying
mewɛid (45) appointment
mewžud (√wžd) (59) located, ready
mexzen (65) state, government
mežnun (65) possessed
mezyan (b) good
mǥaɍba (pl.) (50) pl. of meǥribi
mherres (√hrs) (64) broken
miyyet (62) dead
m̂m̂-i (43) my mother
mnayn (44) where from
mqellqa ɛla . . . (63) worried about . . .
mɍa (b) woman, wife
mɍeħba bi-k (53) welcome
mɍiđ (b) ill (sing.)
mša/yemši (√mš^{a}/$_{i}$) (60) to go
msa l-xiɍ (b) good evening
mꞩaɍen (63) intestines
muɛamăla (65) treatment (not medical treatment)
muɛellim (√ɛlm) (57) teacher
mŭdda (65) period
muhimm (61) important
muhimm, l- (64) what is important
mul đ-đaɍ (48) proprietor
muɍ (63) behind
musežžala (54) cassette recorder
muškila (50) problem
mwaɛen (61) crockery
mwalin đ-đaɍ (60) housemates
mweđđaf (√wđf) (61) civil servant
mwessex (b) dirty
mya (57) hundred
myeqqen (63) sure
mzewwež (44) married

nađ/ynuđ (√n^{a}/$_{u}$đ) (63) to rise
nafaqa (65) costs
nas (48) people
nata'iž (59) results
neɛneɛ (52, 53) mint
nefs l- (59) the same

neqqeꞩ/yneqqeꞩ men (√nqꞩ) (63) take less of
neꞩꞩ (60) half
nežžaɍ (61) carpenter
nhaɍ (51) day
nhaɍ l-arbeɛ (60) Wednesday
nhaɍ l-ħedd (60) Sunday
nhaɍ l-žŭmɛa (60) Friday
nhaɍ le-xmis (60) Thursday
nhaɍ s-sebt (60) Saturday
nhaɍ t-tlata (60) Tuesday
nhaɍ t-tnayn (60) Monday
nħas (62) copper
nišan (64) straight
nqi (b) clean
nsa/yensa (√ns$^a/_a$) (57) to forget
nsež/yensež (√nsž) (60) to weave
nta ♂ (b) you (sing.)
nti ♀ (b) you (sing.)
ntuma (b) you (pl.)
nuɛ (60) kind

paꞩpuɍ (44) passport
paŧɍun (60) employer

qađi (b) judge
qađiya (60) case
qal/yqul (√q$^a/_u$l) (54) to say
qaɍi (56) having learnt
qbeđ/yeqbeđ (√qbđ) (61) to grab, receive
qbel-ma (50) before
qbiħ (48) bad
qeddem/yqeddem l-. . . (√qdm) (47) to introduce to somebody
qdim (b) old
qehwa (b) coffee, café
qelb (65) heart
qelleb/yqelleb (√qlb) (63) to examine
qelleb/yqelleb ɛla (√qlb) (60) to look for
qeɍɍa/yqeɍɍi (√qɍ$^a/_a$) (59) to teach
qeɍya (58) village
qism (59) classroom
qɍa/yeqɍa (√qɍ$^a/_a$) (54) to study
qɍib (men) (b) near
qŧeɛ/yeqŧeɛ (√qŧɛ) (65) to cut, tear
qŭddam (53) opposite
qul li-ya (44) tell me

rbeħ/yerbeħ (√rbħ) (60) to earn
režlin (58) legs
rif (56) Rif Mountains
rifi (56) Rif Berber
ryal (50) 1/20 of a dirham
ɍa-h (64) (appr.) he is
ɍađyu (63) x-ray machine
ɍaħa (60) rest, free time
ɍažel (b) man, husband
ɍ-ɍebɛa u ɍbeɛ (60) a quarter past four
ɍ-ɍwaħ (always with article) (63) cold
ɍxiꞩ (b) cheap
ɍžeɛ/yeɍžeɛ (√ɍžɛ) (53) to return

s-si . . . (47) short for sidi
saɛa llaɍebb (60) three quarters of an hour
saɛa, dik s- (62) (on) that moment
saɛtayn (59) two hours
sahel (55) easy
saken (42) living
salam ɛli-kŭm, s- (b) standard greeting (peace be upon you)
sana (42) year
sarut (b) key
sdader (pl.) (49) Moroccan sofas
sebt (60) Saturday
sefli (b) ground floor
seksu (51) couscous
seržem (49) window
sewwel/ysewwel (√swl) (48) to ask
simana (59) week

siyyed (65) marabout (person and tomb)
sken, yeskŭn (√skn) (49) to live
smeɛ/yesmeɛ (√smɛ) (59) to hear
smeħ l-i (45) excuse me
smiyt-i (42) my name is . . .
steɛmeɍ/yesteɛmeɍ (√ɛmɍ) (57) to colonise
steqbel/yesteqbel (√qbl) (65) to receive
stilu (b) pen
sŭkkaɍ (b) sugar
sukna (48) residence, living, accommodation
suq (b) market
sus (56) Sous region
susiya (56) Sous-Berber language
swayeɛ (pl.) (59) hours
sxana (63) fever
sxen (√sxn) (49) to be hot
sxun (51) warm
s̵abi (63) baby
s̵abun (b) soap
s̵adaqa (65) alm
s̵alħa (59) good, suitable
s̵alun (49) salon
s̵babeŧ (62) shoes
s̵baħ l-xiɍ (46) good morning
s̵beɍ/yes̵beɍ (√s̵bɍ) (63) to wait, be patient
s̵biŧaɍ (65) hospital
s̵ɛib (58) difficult
s̵ebben/ys̵ebben (√s̵bn) (61) to wash
s̵eǥǥeɍ (√s̵ǥɍ) (62) to make small(er)
s̵ehd (50) heat
s̵enɛa (61) craft
s̵ewweb/ys̵ewweb (√s̵wb) (61) to make
s̵eyfeŧ, ys̵eyfeŧ (√s̵yfŧ) (58) to send
s̵ǥiɍ (b) small
s̵ħiħ (57) correct
s̵iħħa (63) health
s̵leħ/yes̵leħ (√s̵lħ) (62) to repair
s̵nayɛiya (61) artificers
šaf/yšuf (√š$^{a}_{u}$f) (b) to see
šahada dyal đ-đŭɛf, š- (65) certificate of insolvency
šbeɛ/yešbeɛ (√šbɛ) (53) to be full up
šeɛb (56) people
šekl, f-šekl axŭɍ (64) another way
šelħa (56) the Berber language
šems (b) sun
šexs̵ (65) person
šħal men (56) how many
ši bas ma-kayen (60) no problem
ši ħaža (45) something
ši waħed (54) somebody
škal (pl.) (56) forms
škara (b) bag
škun (b) who
šlađa (51) salad
sket (√skt) to be silent
šnu (ašnu) (44) what
šra (61) buying
šɍeb/yešɍeb (√šɍb) (45) to drink
šɍeŧ/yešɍeŧ (√šɍŧ) (65) to stipulate
šɍib (62) drinking
šuka (65) injection, syringe
šŭkrăn (47) thank you

talamid (pl.) (59) pupils
ta-nebǥi (48) I love
tanežžaɍet (61) carpentry
tani (51) second
tarix (57) history
tbaɍek łłah (47) exclamation of admiration
tɛellem/yetɛellem (√ɛlm) (54) to learn
teɛlim (59) education

teffaħ (♂ sing.) (51) apples
teffaħa (51) apple
teħt, l- (63) below
temma (65) there
teqriben (57) approximately
teɍbiya (59) upbringing
teꞩbin (62) washing
tfahem/yetfahem mεa-. . . (√fhm) (60) to get along with somebody
tfeđđel (47) here you go
therres/yetherres (√hrs) (64) to break
tižara (61) trade
tkellem/yetkellem (√klm) (54) to speak
tkemmel/yetkemmel (√kml) (64) to be done, finished
tqen/yetqen (√tqn) (55) to master
tꞩaweɍ (64) photos (sing. teꞩwira)
tsemma/yetsemma (√sm$^{a}/_{a}$, t-II) (64) to be called
tꞩenneŧ/yetꞩenneŧ (√ꞩnŧ) (65) to listen
tteqbed/yetteqbed (√qbđ, tt-I) (65) to be seized
tub (60) cloth
tuma (52) garlic
tŭmma (56) then
tzewwež/yetzewwež (√zwž) (58) to marry
ŧaleb (65) student
ŧažin (51) tajine, a stew dish
ŧbib εamm (64) general doctor (not specialised)
ŧbib dyal s-snan, ŧ- (63) dentist
ŧbib l-'usra (64) GP (lit.: family doctor)
ŧbib le-εđam (64) 'bone-doctor'
ŧebb (65) medicine
ŧebla (b) tafel
ŧebqa (49) floor
ŧebꞩil (53) dish
ŧenžɍa (52) pan
ŧeɍbuš (62) fez (hat)
ŧeyyeb/yŧeyyeb (√ŧyb) (52) to cook
ŧħin (64) flour
ŧifl (59) child
ŧleb/yeŧleb (√ŧlb) (59) to request
ŧnažeɍ (62) pl. of ŧenžɍa
ŧumubil ♀ (b) car
ŧuɍŭq (59) methods

u (b) and
uɍubba (59) Europe

wa εli-k/-kŭm s-salam (45) response to standard greeting
waεer (60, 65) heavy, difficult
wad (b) river
waħed n-nhaɍ (64) one day
walakin (b) but
walidin (59) parents
waļļah (54) by God!
walu (48) nothing
waš (b) interrogative particle
wasiŧa, be-l-wasiŧa dyal . . . (64) by, through the agency of
waxxa (45) okay
waxxa (60) even if
wednin (57) ears
weħda ♀ (55) one
weld (b) boy
wella/ywelli (√wl$^{a}/_{i}$) (61) to become
wella (44) or
weqt, f-nefs l- (59) at the same time
weqt (45) time
weꞩŧ (le-mdina) (49) centre (of town)
weꞩŧ đaɍ (49) courtyard
wizaɍa (61) ministry
wqeε/yewqeε (√wqε) (65) to happen
wqef/yewqef (√wqf) (59) to rise
wꞩel/yewꞩel (√wꞩl) (58) to reach
wžeε/yewžeε (√wžε) (63) to hurt

xaf/yxaf men (√x$^{a}/_{a}$f) (59) to fear
xamis̰ (57) fifth
xaŧaɍ (63) danger, risk

xaŧiɍ (63) dangerous
xawi (b) empty
xayeb (b) bad
xayef (√x^{a}/$_{a}$f) (63) afraid
xda/yaxŭd (√axd) (52) to take
xdem/yexdem (√xdm) (42) to work
xđeɍ (52) green
xeddam (60) working, worker
xeddem/yxeddem (√xdm) (60) to employ
xeddama (61) maid
xedma (55) work
xella/yxelli (√xl^{a}/$_{i}$) (52) to leave
xelleꞩ/yxelleꞩ (√xlꞩ) (64) to pay
xerraz (61) cobbler
xerrež/yxerrež (√xrž) (60) to send outside, away
xrež/yexrež (√xrž) (49) to exit, go out
xeꞩꞩ-ek (52) you must, you need
xeŧɍa (61) time
xeŧɍat, kteɍ ɛla tlata de-l- (61) 3 x as much
xewwef/yxewwef (√x^{a}/$_{a}$f) (62) to frighten
xeyyaŧ (61) tailor
xeyyeŧ/yxeyyeŧ (√xyŧ) (61) to sew
xfif (51) light (of food)
xizzu (52) carrot
ẋɍa ♀ (b) other
xšeb (64) wood
ẋt-i (43) my sister
xu-ya (43) my brother
xŭbz (b) bread
xud (52) take!
xŭđɍa (51) vegetables
xut-u (62) his siblings

yaɫɫah (48) only
yaɫɫah (45) come
yeɛni (49) that means, that is
yedd (b) hand
yeđheɍ li-ya (59) it seems to me
yemken l-ek (50) it is possible that you
yum (45) day
yxaf la + present tense (59) he is afraid that

zad/yzid (√z^{a}/$_{i}$d) (57) to add, continue
zebda (51) butter
zenqa (b) street
zid (53) go ahead
zit ♀ (b) oil
zwin (47) beautiful
zewwež/yzewwež (√zwž) (58) to marry off
ƶaɍ/yƶuɍ (√ƶ^{a}/$_{u}$ɍ) (59) to visit
ƶeɛfɍan (52) saffron
ƶeɍbiya (b) carpet
ƶiyaɍa (65) visit
žab/yžib mɛa-. . . (√ž^{a}/$_{i}$b) (53) to bring along
žami̯ɛa (54) university
ža-ni (55) it was for me
žay (√ž^{a}/$_{i}$) (59) coming
žay (50) coming
žbira (64) kind of splint
ždid (b) new (sing.)
žebbaɍ (64) broken-bone-healer
žeddaba (59) attractive
žellaba (b) jellaba
žib (b) pocket
žiran (pl.) (48) neighbours (sing. žaɍ)
žlud (62) hides
žnun (65) ghosts (sing. ženn)
žra/yežri (√žr^{a}/$_{i}$) (65) to carry out
žŭmɛa, l- (60) Friday
žuž, fe-ž- (45) at two o'clock

Listening texts of Lessons 42–65 written in Arabic script

Lesson 42

الراجل: أنا سميتي محمّد، أنا مغربي. عندي تمانية وعشرين سنة. أنا ساكن فألمانيا مع مراتي. عندي تلاتة ديال الدراري. هوما ساكنين معانا فهاد البلاد.

المراة: أنا سميتي فاطمة، أنا مغربيّة. عندي ستّة وعشرين سنة. أنا ساكنة فألمانيا مع راجلي ومع الدراري ديالنا. راجلي تيخدم فواحد الفابريكة.

Lesson 43

الولد: هادي تلت سنين وأنا فألمانيا. بّا ومّي ساكنين فألمانيا، وحتّا خويا وأختي هنايا. خويا عندو خمس سنين وختي عندها تلت سنين. بّا عندو خوه ساكن فألمانيا مع مراتو. مّي ما عندهاش العائلة ديالها هنايا فهاد البلاد. العائلة ديالها ساكنة فالمغرب.

Lesson 44

سؤال: قول ليّا شنو سميتك؟
جواب: أنا سميتي محمّد.
سؤال: وشحال فعمرك؟
جواب: عندي تمانية وعشرين سنة.
سؤال: واش نتا مزوّج؟
جواب: إيّه، أنا مزوّج.
سؤال: شحال هادي ونتا فألمانيا؟
جواب: هادي تلت سنين وأنا فألمانيا.
سؤال: واش مراتك هنايا فألمانيا؟
جواب: إيّه، مراتي ساكنة معايا فألماينا.
سؤال: واش عندك دراري؟
جواب: إيّه، عندي تلاتة ديال الدراري.
سؤال: واش الدراري ديالك ساكنين فألمانيا؟
جواب: إيّه، حتّا هوما هنايا فهاد البلاد هادي.
سؤال: قولي ليّا: أشنو سميتك؟
جواب: أنا سميتي فاطمة.
سؤال: ومنين نتي؟
جواب: أنا من المغرب.
سؤال: وشحال فعمرك؟

جواب: عندي ستّة وعشرين سنة.
سؤال: واش نتي مزوّجة؟
جواب: إيّه، أنا مزوّجة.
سؤال: شنو هي السميّة ديال راجلك؟
جواب: راجلي، سميتو محمّد.
سؤال: واش راجلك كيخدم؟
جواب: إيّه، راجلي كيخدم فواحد الفابريكة.
سؤال: واش عندكم شي دراري؟
جواب: إيّه، عندنا تلاتة ديال الدراري.
سؤال: واش ولاد ولّا بنات؟
جواب: جوج ديال الولاد وبنت.
سؤال: شحال فعمرهم؟
جواب: الولاد فعمرهم سبع سنين وخمس سنين، البنت فعمرها تلت سنين.

Lesson 45

1

احمد: السلام عليك!
علي: وعليك السلام!
احمد: واش نتا بخير؟
علي: أنا بخير، الحمد لله، ونتا لا باس؟
احمد: لا باس، الحمد لله.
علي: يالله نشربو شي حاجة!
احمد: اسمح لي، ما عنديش الوقت، مرّة خرا إن شاء الله، عندي موعد فالجوج.
علي: واخّا، إن شاء الله، بالسلامة!
احمد: بالسلامة!

2

مصطفى: السلام عليكم!
فاطمة: وعليكم السلام، لا باس؟
مصطفى: أنا بخير، ما لك نتي؟ واش عندك شي حاجة فالدار؟
فاطمة: إيّه، بنتي الكبيرة مريضة شويّة. ما تتاكلش، ما تتشربش، هادي تلت ايّام وهي ناعسة اش فالفر.
مصطفى: ما يكون باس، إن شاء الله.
فاطمة: إن شاء الله، بالسلامة!
مصطفى: الله يسلّمك.

Lesson 46

احمد: صباح الخير، آه محمّد!
محمّد: صباح الخير، آه احمد! كيف داير؟
احمد: كلّ شي لا باس، الحمد لله. ونتا، كيف داير؟

محمّد: حتّا أنا بخير، الحمد لله.
احمد: يالله معايا للدار، ناكلو شي حاجة!
محمّد: لا، اسمح لي، آه محمّد، ما نقدرش، ما عنديش الوقت.
احمد: نشربو شي حاجة فديك القهوة؟ هي قريبة.
محمّد: لا، ما نقدرش، ماشي دابا. فالعشيّة إن شاء الله.
احمد: واخّا. فالعشيّة إن شاء الله فالدار ديالي. فالخمسة دالعشيّة نشربو أتاي.
محمّد: إن شاء الله، بالسلامة!
احمد: بالسلامة، آه محمّد!

Lesson 47

دريس: مساء الخير، آه السي محمّد!
محمّد: مساء الخير، كيف داير، لا باس؟
دريس: لا باس، الحمد لله، وانتا، آه السي محمّد، لا باس عليك؟
محمّد: كلّ شي بخير، الحمد لله.
دريس: آجي تاكل شي حاجة فالدار ديالي! عندي دار جديدة، آجي تشوفها!
محمّد: اسمح لي، آه السي دريس، بغيت نشوفها، ولاكن دابا ما عنديش الوقت. غدّا إن شاء الله.
دريس: واخّا، حتّا غدّا إن شاء الله.
دريس: أهلاً وسهلاً!
محمّد: أهلاً، آه السي دريس!
دريس: تفضّل، ادخل!
محمّد: شكراً. الدار ديالك زوينة، تبارك الله!
دريس: تفضّل، دابا ناكلو شي حاجة. فاللوّل نقدّم لك عائلتي. هادا احمد، ولدي الكبير. هادا ولدي الصغير، سميتو مصطفى.
محمّد: تبارك الله.
دريس: وهادي مراتي.
محمّد: متشرّفين، آه للّا!
دريس: تفضّل، آه محمّد، اڭلس!
محمّد: بارك الله فيك.

Lesson 48

1

الراجل: اسمحي لي، آه للّا، واش نتي ساكنة فهاد الدار؟
المراة: إيّه، هادي داري.
الراجل: كيف دايرة السكنة فيها؟
المراة: السكنة فيها مزيانة. هاد الدار عاجباني. هي كبيرة شويّة.
الراجل: شحال دالبيوت كاينين؟
المراة: كاين بيت الڭلاس، بيت الضياف، الكوزينة، الحمّام وتلاتة دالبيوت د النعاس. هاد الدار عاجباني بزّاف.
الراجل: واش عاجبك الحيّ؟
المراة: حتّا الحيّ عاجبني، الحمد لله. الناس فيه مزيانين، تنبغي الجيران ديالي بزّاف.

2

المراة: اسمح لي، آه سيدي، بغيت نسوّلك شي حاجة.
الراجل: تفضّلي، آه للّا!
المراة: كيف دايرة السكنة ديالك، آه سيدي؟
الراجل: السكنة ديالي؟ ما مزياناش!
المراة: علاش ما مزياناش؟
الراجل: الدار ديالي ضيّقة وعندي عائلة كبيرة.
المراة: شحال دالبيوت فيها؟
الراجل: يالله فيها جوج ديال البيوت. السكنة قديمة، ما فيهاش الحمّام. هاد الدار خايبة.
المراة: واش عاجبك الحيّ، آه سيدي؟
الراجل: الحيّ خايب والجيران قباح، ما تنبغيهمش والدار كيف والو. حتّا مول الدار ما مزيانش. ديما تيكري الديور الخايبين.

Lesson 49

أنا كنسكن فبرلين. أنا كارية واحد الدار قريبة من وسط المدينة. هي دار أرضيّة، فيها جوج ديال الطبقات، السفلي والفوقي كلّ جوج ديالي. السكنة فألمانيا ماشي بحال السكنة فالمغرب. فالمغرب تنسكن فواحد الدار فيها وسط الدار والبيوت. البيوت ما فيهمش سراجم باش نشوفو لبرّا. حتّا الأثاث ديال الدار ماشي بحال عندنا فالمغرب. فالمغرب الناس كلّهم عندهم السدادر باش يڭلسو عليهم. هنا لا. فألمانيا عندكم الطبلة ديال الصالون والفوتويات. والطبلة ديال الماكلة والكراسة ديالها. هنايا كلّ شي عندهم تيليفزيون، فالمغرب لا. يعني المغرب كلّو ماشي بحال ألمانيا.

Lesson 50

أنا تنسكن فحيّ قديم، وهاد الحيّ القديم ديما تيكونو الزناقي فيه صغار ما تيمكنش تدخل طوموبيل. ففاس متلاً الديور كبار بزّاف وحين تخرج من باب الدار تشوف زنقة صغيرة. تشري ماريو كبير ولّا شي حاجة كبيرة، ما تيمكنش يدخل. تيمكن يكون حدا الدار ديالك الحمّام ولّا الفرّان وتيجي الحموم، داك الشي الكحل ديال الفرّان والصهد. الب الجديد ماشي بحال البني القديم. دابا ما تيمكنش تكون السكنة حدا الفرّان، ما تيكونش حداك الحمّام. دابا الناس تيفكّرو قبل ما يبنيو. البني القديم، السكنة فيها رخيصة شويّة. واحد السكنة ديال تلاتة دالبيوت والكوزينة تكريها بخمسطاشل ألف ريال، وبحال هاد السكنة فحيّ جديد تيمكن لك تكريها بتلاتين ألف ريال.

Lesson 51

حنا المغاربة تناكلو ربعة دالمرّات فالنهار. فالصباح تنفطرو بالقهوة أو بأتاي مع شويّة دالخبز وزبدة والكونفيتور. فوقت الغدا تناكلو السكسو ولّا الطاجين، وكاين الناس اللي تياكلو حتّا شلادة وشي حاجة ديال الفواكه بحال التفّاح والعنب. مع الستّة دالعشيّة تنشربو القهوة وبعض المرّات كناكلو الماكلة اللي خفيفة. مع التسعود دالليل كناكلو مرّة تانية الماكلة اللي سخونة، يعني السكسو أو الطاجين. ولاكن بعض الناس تياكلو عشا خفيف، ما فيهش الإدام. تيشربو الحريرة ولّا تياكلو السكسو بالسكّر. حنا ما تناكلوش البطاطة بزّاف. أمّا اللحم والخضرة، تناكلوها بزّاف، بحال الألمانيّين.

Lesson 52

شنو تدير فالطاجين؟ باش تطيّب الطاجين تاخد الزيت والبصل واللحم والعطريّة، وكلّ شي تتديرو فالطاجين مع الخضرة اللي بغيتي، بحال مطيشة، الفلفل، خيزّو إلا غير دالك. اللحم ديال البقر لابدّ من التومة. اللحم ديال الغنم، تديرها لو ولّا ما تديرهاش ومن بعد تخلّيهم فالطاجين فوق العافية. أمّا السكسو، حتّا هو بالخضرة وباللحم. كاين السكسو بالبصل، بخيزّو، بالحمّص إلا غير دالك. كيفاش تنديرو السكسو؟ خود البصل ومطيشة والزعفران والإبزار والزيت والملحة واللحم. ديرهم فالطنجرة بالما. هادي هي المرقة ديال السكسو. السكسو فاللوّل خصّك تغسلو. دير لو شويّة دالما وخلّيه فالكسكاس حتّا يشرب الما. الكسكاس خصّك تديرو فوق الطنجرة. فديك الطنجرة كاينة المرقة. ومن بعد خلّي الطنجرة والكسكاس بالجوج فوق العافية.

Lesson 53

واحد الألماني مشا لعند واحد المغربي باش ياكل عندو. الناس ݣالسين فالبيت وفالطبلة كاين واحد الطبسيل ديال الماكلة.

مغربي: هادا طاجين. دابا غتاكل الطاجين بحال المغاربة. حنا تناكلو بيدّينا، ولاكن فاللوّل لابدّ نغسلو يدّينا.
ألماني: شنو فالطاجين؟
مغربي: الطاجين، فيه الخضرة واللحم والعطريّة والزيت. تناكلوه بالخبز. بسم الله! كلّ واحد تياخد الماكلة اللي قدّامو. خودها حتّا نتا!
ألماني: شكراً! لديدة هاد الماكلة! آش من عطريّة فيها؟
مغربي: كاين فيه الإبزار والملحة والزعفران. زيد، كول حتّا اللحم، ماشي غير الخضرة!
ألماني: شكراً! حتّا حنا الألمانيّين تناكلو اللحم بزّاف. واش هادا ديال البگر؟
مغربي: لا، هادا ماشي ديال البگر، هادا ديال الغنم. زيد، زيد تاكل!
ألماني: شكراً، آه سيدي. هاد الماكلة لديدة ولاكن شبعت.
مغربي: خصّك ترجع مرّة خرا وتجيب معاك مراتك. غنطيّب لكم السكسو. واش كتعرف شنو السكسو؟
ألماني: إيّه، كنعرف شنو هو السكسو.
مغربي: واش فيك العطش؟ شنو بغيتي تشرب؟
ألماني: بغيت نشرب أتاي بالنعنع من فضلك.
مغربي: واخّا، اللي بغيتي. واش بغيتي تاكل ديسير؟ كاين التفّاح والعنب. هاك، كول العنب!
ألماني: لا، ما تنبغيش العنب، ولاكن تنبغي التفّاح بزّاف.
مغربي: هاك، كول التفّاح.
ألماني: تفّاحة وحدة كافية، شكراً . . . الله يخلف. دابا خصّني نمشي للدار. مرّة خرا إن شاء الله غادي نرجع.
مغربي: مرحبا بيك!

Lesson 54

هولاندي: السلام عليكم!
مغربي: وعليكم السلام! والله كتتكلّم العربيّة؟ عجيب! فين تعلّمتيها؟
هولاندي: الله يخلّيك تكلّم بشويّة باش نفهمك.
مغربي: قلت لك، فين تعلّمتي العربيّة؟
هولاندي: تنقرا العربيّة فالجامعة.

مغربي: اللغة العربيّة الفصحى؟
هولاندي: لا، تنقرا الدارجة المغربيّة.
مغربي: تتقرا الدارجة المغربيّة!؟ علاش؟
هولاندي: اسمح لي، ما فهمتكش، خصّك تهدر بشويّة.
مغربي: علاش كتقرا الدارجة؟
هولاندي: .باش نتكلّم مع المغاربة اللي ساكنين فألمانيا
مغربي: خصّك تقرا اللغة العربيّة الفصحى، احسن لك! واش كتعرف تكتب الحروف العربيّة؟
هولاندي: لا، ما نعرفش نكتبهم. تنقرا غير الدارجة المغربيّة باش يمكن لي نعاون المغاربة اللي حتّا هوما .ما تيعرفوش يكتبو
مغربي: عندك الحقّ.
هولانديّة: من فضلك، آه للّا، بغيت نتعلّم العربيّة. خصّني شي واحد اللي يعاونني.
مغربيّة: عجيب، تتتكلّمي العربيّة مزيان! مرحبا بيك، أنا غادي نعاونك.
هولانديّة: شكراً. بغيت نتعلّم كلّ شي. شنو سمية هادا بالعربيّة؟
مغربيّة: هادي سميتها المسجّلة.
هولانديّة: من فضلك، قولي اللي قلتي مرّة خرا.
مغربيّة: هادي سميتها المسجّلة. دابا غادي تعاودي نتي هاد الكلمة.
هولانديّة: المسجّلة.
مغربيّة: قلتيها مزيان! غادي تتعلّمي العربيّة مزيان.
هولانديّة: إن شاء الله.

Lesson 55

المغاربة اللي ساكنين فألمانيا تيلقاو المشاكل هنايا. أنا تنضنّ المشكل الكبير هو اللغة. الإنسان اللي تيعرف اللغة تيعرف كلّ شي. الإنسان اللي ما تيعرفش اللغة تيبقا فالدار بحال حمار. فهاد الوقت هادا، الإنسان اللي باغي يخدم فشي فابريكة، لابدّ يتقن اللغة الألمانيّة. الإنسان اللي ما تيتقنش الألمانيّة يبقا فالدار ݣالس، بلا خدمة، بلا فلوس، بلا والو. الأجانب اللي ساكنين فألمانيا خصّهم يتعلّمو اللغة الألمانيّة باش يمكن لهم يحلّو المشاكل ديالهم. أنا فاللوّل كنت تنقرا عند واحد المراة ألمانيّة. كنت أنا تنتكلّم الفرنسويّة وحتّا هي كانت تتتكلّم اللغة الفرنسويّة. هاكدا جاني ساهل شويّة باش نفهم اللغة الألمانيّة. أمّا الدراري ديالي، هوما تيقراو الألمانيّة فالمدراسة. حتّا أنا كنت تنقرا فواحد المدراسة. الناس الكبار تيتعلّمو الألمانيّة فالفابريكات فين تيخدمو. حيت تيخدمو مع الألمانيّين فبلاصة وحدة و هاكدا تيتعلّمو اللغة. ولّا تيتعلّموها فالزنقة ولّا فالحانوت.

Lesson 56

هولاندي: اسمح لي، آه سيدي، بغيت نسوّلك، شحال من لغة كاينة فالمغرب؟
مغربي: فالمغرب كاينة العربيّة ومن بعد كاينة الشلحة والفرنسويّة، ولاكن العربيّة فيها جوج دالشكال: العربيّة الدارجة والعربيّة الفصحى. الشلحة فيها تلاتة دالشكال: الشلحة ديال الريف؛ تيتكلّمو بيها الريفيّين. تمّ كاينة الشلحة ديال الأطلس؛ تيتكلّمو بيها الناس اللي ساكنين فالأطلس. وكاينة الشلحة السوسيّة؛ تيتكلّمو بيها الناس اللي ساكنين فالسوس. مع الأسف ما تيتكلّموش الناس كلّهم العربيّة عندنا فالمغرب. الناس اللي ما قاريينش ما تيفهموش العربيّة الفصحى.
هولاندي: إدن فالمغرب كاين الفرق ما بين الناس اللي تيتكلّمو العربيّة والناس اللي تيتكلّمو الشلحة.

مغربي: أنا ما متّفقش معاك. حنا كلّنا مغاربة، شعب المغرب شعب واحد، عندنا لغة وحدة اللي هي العربيّة الفصحى. العربيّة هي اللولا والفرنسويّة فالمكان التاني بعد العربيّة. الفرنسويّة بحال العربيّة، ماشي الناس كلّهم تيفهموها.

Lesson 57

معلّم: البارح تكلّمنا علا تاريخ بلادنا. اليوم غادي نزيدو نتكلّمو عليه. شكون فيكم اللي عارف فوقاش استعمرت فرنسا بلادنا؟

طالب 1: .فرنسا دخلت للمغرب فعام ألف وتسع مية وستّة

معلّم: هادا ماشي صحيح، غلطتي. شكون فيكم اللي عارف؟ آه دريس، واش تقدر تقول لنا فوقاش دخلت فرنسا للمغرب؟

طالب 2: لا، اسمح لي، آه المعلّم، نسيت.

معلّم: دخلت فرنسا تستعمر بلادنا فعام ألف وتسع مية وطناش. ونتا، آه احمد، شحال بقاو الفرنسويّين فبلادنا؟

طالب 3: نسيت باش نقرا فالدار الدرس ديال التاريخ، آه المعلّم.

معلّم: اخرج برّا، غدّا خصّك تكون حافض الدرس. ونتي، آه عايشة، واش عرفتي شحال بقاو؟

طالبة 4: تنضنّ بقاو تقريباً خمسة وربعين سنة.

معلّم: صحيح، حصّلنا علا الاستقلال فألف وتسع مية وستّة وخمسين، إدن بقاو فبلادنا تقريباً خمسة وربعين سنة. أنا باقي عاقل علا النهار اللي خرجو الفرنسويّين، كنّا فرحانين بزّاف. واش عرفتيو شكون اللي كان ملك حين حصّلنا علا الاستقلال؟

طالب 5: الملك اللي كان فداك الوقت هو محمّد الخامس، الله يرحمو.

معلّم: وفآش من عام مات؟

طالب 1: .مات فعام ألف وتسع مية و ستّين

معلّم: لا، ماشي صحيح، عاود تاني غلطتي. مات فألف وتسع مية وتنين وستّين. فين كانو ودنيك فالوقت اللي كنّا كنتكلّمو علا التاريخ؟

Lesson 58

فالمدن، الدراري كلّهم تيمشيو للمدراسة. فالبادية، بزّاف دالناس ما تيصيفطوش ولادهم للمدراسة. كاين بزّاف دالفلّاحة اللي بغاو باش ولادهم يبقاو فالدار باش يعاونوهم. بالخصوص البنات، ما تيصيفطوهمش للمدراسة. الناس عندهم الفكرة بلّي البنت، إيلا وصلت عشر سنين، ما خصّهاش تمشي مع الولاد للمدراسة. الناس ديال البادية عندهم حشومة، تيخافو من الهدرة ديال الناس الخرين. متلاً تيقولو: بنت فلان تتمشي للمدراسة وهي كبيرة؛ بنت فلان تتجي معطّلة للدار. هنا فألمانيا كاين بزّاف ديال المسائل. المسألة اللولا باش ما تشوفش البنت الولاد. البنات الألمانيّات عندهم الحرّيّة. وإيلا شافتهم هاديك البنت المغربيّة، غادي تبغي حتّا هي الحرّيّة بحالهم وغادي تبقا ما تحشمش من بّاها. ولّا متلاً إيلا بغا يزوّجها، غادي تقول لو: أنا ما بغيتش نتزوّج مع هاداك. هاكدا الفكرة ديالهم باش يخلّيو البنات فالدار. وبعض الأحيان كاينين الناس فالمغرب اللي ساكنين فشي قرية صغيرة واللي بغاو يصيفطو ولادهم للمدراسة، ولاكن ما كايناش المدراسة فديك القرية. الولد ولّا البنت، خصّو يمشي علا رجليه عشرة دالكيلوميترات ولّا اكتر باش يوصل للمدراسة. هاد الشي علاش صعيب علا الدراري اللي فالبادية باش يقراو.

Lesson 59

هادي تلت شهور أنا فألمانيا. قبل ما نجي لألمانيا كنت تنضنّ بلّي المغاربة اللي ساكنين فألمانيا عايشين مزيان. ولاكن دابا اللي حلّيت عينيّ شفت بلّي المغاربة فألمانيا تيعيشو فالمشاكل. تنضنّ بلّي المشكل الكبير هو مشكل التعليم. كاينين هنا فألمانيا معلّمين مغاربة، ولاكن ما عندهمش القسم فين يقرّيو الأطفال، تيقرّيو وكاين حتّا المشكل ديال «Gang». وحتّا سمعت بلّي واحد المعلّم مغربي تيقرّي فـ«فواحد البيت صغير». الوقت: الأطفال اللي موجودين فالمغرب تيقراو العربيّة خمس سوايع ولّا ستّ سوايع فالنهار. هنا لا، هنا الطفل تيقرا العربيّة غير ساعتين فالسيمانة وتينسا كلّ شي ما بين درس ودرس. والكتب ما موجوداش؛ الكتب اللي جاية من المغرب ما صالحاش للتلاميد اللي عايشين فأوروبّا وتياخدو غير ساعتين فتمن ايّام. وشوف المعلّمين الألمانيّين، أشنو عندهم: عندهم كتب مزيانة بزّاف، عندهم طرق جدّابة، عندهم كلّ شي. أمّا حنا، فما عندناش والو. كنضنّ بلّي حنا كوالدين فيدّنا واحد المسؤوليّة كبيرة فهاد المسألة هادي، وإيلا ما بغاتش الحكومة الألمانيّة تحلّ المشكل ديال التعليم العربي فألمانيا، خصّنا نوقفو كراجل واحد ونديرو يدّ فيدّ مع المعلّمين ونطلبو من الحكومة الألمانيّة باش تعاوننا فهاد المشكل ديال التعليم. ولاكن الآباء المغاربة ما عندهمش الوقت باش يزورو المعلّمين بزّاف وما تيعرفوش المبادئ ديال التربية، ماشي الآباء كلّهم، ولاكن بزّاف. تيضربو ولادهم ويخلّيهم ينعسو غير فالوقت اللي بغاو هوما. التربية ديال المدراسة ماشي بحال التربية ديال الدار. المعلّمين ما تيضربوش التلاميد. ولاكن الولد، إيلا كلا الضرب فالدار، حتّا فالمدراسة غادي يخاف من المعلّم ليضربو، وفنفس الوقت هو عيّان وما تيفهمش الدرس حيت ديك الليلة نعس غير شي شويّة. كيضهر ليّا بلّي هادا هو علاش النتائج ديال الأطفال المغاربة ما مزياناش.

Lesson 60

دريس: صباح الخير، آه السي احمد، كيف داير؟
احمد: أهلاً، آه السي دريس، كيف داير نتا؟ أنا بخير، الحمد لله.
دريس: لا باس شويّة. الدراري، لا باس عليهم؟
احمد: هوما بخير، الحمد لله. شي باس ما كاين؟ موالين الدار، لا باس عليهم؟
دريس: موالين الدار، هوما بخير، الحمد لله، فالدار ما كاين باس. المشكل هو الخدمة.
احمد: شنو عندك مع الخدمة، آه السي دريس؟ واش خرّجوك ولّا ما عاجباكش الخدمة؟
دريس: تنخدم عند واحد مول المطعم، ولاكن هاد الخدمة صعيبة. تنخدم حتّا السبت والحدّ، يعني الراحة ما عنديش. غير الجمعة بعد الضهر عندي الراحة. أنا خدّام فهاد الخدمة لأنّ ما نقدرش نلقى خدمة خرا. فالوقت اللي نلقا وحدة خرا غادي نبدّلها.
احمد: واش تتقلّب علا خدمة خرا؟ تنضنّ البطرون ديالي باغي يزيد الخدّامة. واش بغيتي تخدم معايا؟ آجي نكّلسو فالقهوة نهدرو شويّة علا هاد القضيّة.
دريس: واخّا. ونتا، كيف داير فالخدمة، آه السي احمد؟
احمد: عاجباني هاد الخدمة. واخّا نلقا وحدة خرا، ما نبدّلهاش. تنربح واحد الأجرة مزيانة، الخدمة ساهلة ونقيّة والبطرون حتّا هو مزيان، تنتفاهم معاه مزيان.
دريس: شنو هاد المعمل، ديالاش؟ شنو تتدير نتا؟
احمد: هاد المعمل ديال التوب. تننسجو التوب ديال الملابس وأنا تنخدم فواحد المنسج ديال الضو.
دريس: شحال من ساعة تتخدم فالنهار؟
احمد: تنخدم تمانية دالسوايع فالنهار.
دريس: فوقاش تتدخل فالصباح؟

احمد: تتدخل فالسبعة ونصّ دالصباح، عندنا ساعة لّاربع ديال الماكلة وتتخرج فالربعة وربع. السبت تتخدم غير فالصباح حتّا الحداش ونصّ.

دريس: إدن الحدّ نهار الراحة، مزيان! إيلا مشيت نخدم معاك، واش غادي نخدم بحالك، يعني نفس الخدمة اللي تتخدم نتا؟ شنو غادي ندير، واش خدمة واعرة ولّا ساهلة؟

احمد: اسمح لي، آه السي دريس، ما نعرفش البطرون واش بغا يخدّمك، وإيلا بغا يخدّمك ما عرفتش النوع ديال الخدمة اللي غادي يعطيك.

دريس: ما كاين باس، غادي نمشي معاك للمعمل ونسوّل البطرون. شحال يمكن لي نربح، آه السي احمد؟

احمد: اسمح لي، آه السي دريس، ما نقدرش نقول لك. هادي خمس سنين وأنا خدّام فهاد المعمل، كنضنّ ما غتربح بحالي.

دريس: ما كاين مشكل، غادي نشوف.

Lesson 61

فالمغرب كلّ واحد تيقول: أنا بغيت ولدي يگلس فالبيرو يكتب. فالمغرب ما زال تيضنّو النجّار ما قراش مزيان فالمدراسة. الإنسان اللي قاري مزيان هو اللي موضّف. الموضّف تيقبض الماندة ديالو من الوزارة. ولاكن حتّا دابا فالمغرب النجّارة تيربحو الفلوس بزّاف والخيّاطة والخرّازة إلا غير دالك. دابا النجّار تيربح اكتر من الموضّف علا تلاتة ولّا ربعة دالخطرات. لأنّ دابا كلّ شي داك الشي القديم ولّا غالي بزّاف. اللي مهمّ، البلاد، ما خصّهاش غير الموضّفين، خصّها حتّا الصنيعية، خصّها اللي تيخيّطو، خصّها اللي تيديرو تنجّارت، خصّها اللي تيديرو التجارة، يعني البيع والشرا. فالمغرب كاينين اللي عندها الصنعة فالدار، متلاً تتخيّط للنّاس ولّا تتصوّب الزرابي. حتّا كاين اللي تتمشي تخدم فالديور، متلاً شي ناس لا باس عليهم، تتمشي تخدم عندهم كلّ نهار وتيعطيوها الفلوس ديالها بالسيمانة ولّا بالشهر. هاديك هي اللي سميتها الخدّامة. متلاً المراة اللي موضّفة، اللي ما تيمكنلهاش تخدم فالدار خصّها شي واحد باش تلقا الغدا موجود فالطناش. لابدّ من خدّامة فالدار باش تطيّب ليها وتصبّن ليها الحوايج وتغسل المواعن. وحتّا شي مراة اللي راجلها لا باس عليه وعندها الدراري بزّاف، حتّا هي تتجيب شي مراة اللي تعاونها واخّا هي ما تخدمش.

Lesson 62

ففاس كاين بزّاف ديال المسائل ديال الخدمة. كاين فين تيصوّبو الطرابش، كاين فين تيصوّبو الطناجر ديال النحاس. كاينين الخرّازة والخيّاطة إلا غير دالك. كلّ شي هاد الناس عندهم واحد الحانوت صغير فين تيخدمو. تيصوّبو الحاجات الجداد وتيبيعوهم. متلاً الخرّاز، تيصوّب بلغة جديدة وتيبيعها، وتيمكن لو يجي لعندو شي واحد ويعطي لو بلغة بالية وهو يصلحها. تيصلح الصبابط والبلاغي وتيصوّب الجديد. كاينين الخيّاطة. كاين اللي تيخيّط الجلالب. عندو التوب، تيخيّط وتيبيع الجديد وتيمكن للناس يجيبو التوب ديالهم وهو يخيّطو لهم، عاود بالفلوس. الخيّاط ماشي بحال الخرّاز، إيلا كانت عندك جلّابة بالية ولّا شي حاجة بالية، ما تيمكنلكش تدّيها لو. الخيّاط تيقدر يكون فالحانوت يدير الجلالب ولّا تيقدر يكون عندو المعمل. إيلا لا باس عليه تيمكن لو يدير المعمل ويدير الخدّامة علا يدّيه. وإيلا ما عندوش تيخدم بوحدو فالحانوت ديالو. الأكتريّة ديال الصنيعيّة، متلاً الدرّازة ولّا النجّارة ولّا الخيّاطة، عندهم الولاد الصغار اللي تيعاونوهم. شي ولد صغير، تيكون متلاً بّاه ميّت وعندو خوتو ومّو ما تقدرش تقرّيهم كلّهم وتشري لهم الكتوب والملابس. ديك الساعة تتدخّلو يتعلّم الصنعة باش يمكن لو يعاونها. ما تيعطيوه الفلوس بزّاف، يمكن خمسة دالدراهم

فالأسبوع، حيت الولد تيكون باقي صغير، ما تيعرف يدير والو، غير تيعاون المعلّم، يجيب لو كاس دأتاي، ولّا، إيلا مشا المعلّم لدارو، تيبقا فالحانوت يحضيه. أمّا الصنعات الخرين اللي كاينين ففاس، كاينين الفخّارة اللي تيديرو المواعن د الفخّار، كاينين الدبّاغة، تيخدمو فدار الدبغ، فين تيدبغو الجلود. وإيلا مشيتي لفاس، لابدّ تمشي تزور هاد دار الدبغ.

Lesson 63

1

مريض: صباح الخير، آه السي الطبيب!

طبيب: صباح الخير، شنو عندك، آه سيدي؟

مريض: تيضرّني كلّ شي اللي فكرشي، آه السي الطبيب، كلّ ليلة تتوجعني كرشي.

طبيب: فوقاش تتضرّك كرشك، واش قبل الماكلة ولّا من بعد؟

مريض: من بعد الماكلة، آه السي الطبيب، أنا خايف لتكون عندي شي حاجة خطيرة.

طبيب: واش المعدة تتضرّك ولّا المصارن؟

مريض: أنا ما ميقّنش واش المعدة ولّا المصارن.

طبيب: فين داك الوجع اللي تتحسّ بيه، واش لتحت ولّا لفوق فكرشك؟

مريض: لتحت، آه السي الطبيب.

طبيب: شنو تتاكل، آه سيدي، واش تتاكل الماكلة اللي فيها الإدام ولّا العطريّة بزّاف؟

مريض: ديما تناكل الماكلة المغربيّة، تتعرف شنو فيها.

طبيب: خصّك تعرف بلّي الزيت ولّا الإدام بزّاف هي خطيرة علا الصحّة ديال الإنسان، خصّك ما تكتّرش منهم.

مريض: نعم، آه السي الطبيب.

طبيب: .واخّا، تمشي للدار وتنقّص من الإدام. ارجع لعندي بعد شهر باش تقول لي كيفاش ولّيتي

مريض: واش ما تكتبليش دوا؟

طبيب: لا، ما كاين علاش تشرب شي دوا؛ المصارن ديالك خصّهم الراحة. ما تنضنّش بلّي خصّك شي. دوا، ما كاين حتّا شي خطر

مريض: واخّا، نتا اللي تتعرف، آه السي الطبيب، ما غاديش نعرف احسن منّك، بالسلامة.

2

مريض: السلام عليكم، آه السي الطبيب!

طبيب: وعليكم السلام، آه سيدي؛ أشنو هي المضرّة اللي عندك، آه سيدي؟

مريض: الضهر ديالي تيضرّني بزّاف.

طبيب: فوقاش تيضرّك ضهرك؟ واش إيلا كنتي ناعس؟

مريض: ضهري تيضرّني، ماشي مللي تنعس، ولاكن مللي تنهزّ شي حاجة.

طبيب: واخّا، غادي نقلّبك. فاللوّل غادي نقلّبك بالراديو. حيّد حوايجك واوقف تمّا مورا داك الراديو.

مريض: شكراً، آه السي الطبيب، أنا خايف لتكون عندي شي حاجة صعيبة فضهري.

طبيب: ما تخافش! أنا ميقّن بلّي هاد المضرّة ماشي صعيبة. الإنسان اللي عندو شي حاجة صعيبة فضهرو ما تيقدرش يوقف ويمشي علا رجليه.

(.الراجل تيوقف مورا الراديو والطبيب تيشوف)

مريض: أشنو لقيتي؟

طبيب: ما عرفتش، ما زال تنقلّبك. فين تتحسّ البلاصة اللي فيها الحريق، خصّك تقولها لي. واش لتحت ولّا لفوق؟

مريض: لتحت، آه السي الطبيب.

طبيب: إيّه، دابا شفت. ما تخافش! أنا شفت بلّي ضهرك ما عندك فيه حتّا حاجة صعيبة. غير خصّك الراحة شويّة. خصّك تنعس جوج دالسيمانات ولّا تلاتة. كلّهم تبقا ناعس فالفراش وما تنوضش ومن بعد غادي تولّي لا باس
مريض: الحمد لله مللي ما كاين حتّا حاجة صعيبة. واش غادي ننعس النهار كلّو؟
طبيب: واخّا ما تنعسش، بقا متّكي فالفراش. من دابا جوج دالسيمانات ارجع عندي باش نشوف كيفاش ولّيتي.
مريض: شكراً، آه السي الطبيب.

3

مريض: صباح الخير، آه السي الطبيب!
طبيب: صباح الخير، آه للّا! شكون اللي مريض، نتي ولّا الصبي؟
مريض: ولدي اللي مريض، آه السي الطبيب، فيه السخانة وما تياكلش؛ هادي تلت ايّام وما كلا، النهار كلّو راه تيبكي، أنا مقلّقة عليه.
طبيب: شحال فعمرو؟
مريض: عندو تسع شهور دابا، مسكين. أنا خايفة ليكون عندو بو حمرون.
طبيب: ديريه فوق الطبلة حيّدي لو حوايجو باش نقلّبو.
مريض: شنو لقيتي؟
طبيب: اصبري شويّة. وقولي لي واش تيكحّ بزّاف؟
مريض: لا، ماشي بزّاف. تيبكي ولاكن ما تيكحّش بزّاف.
طبيب: ما كاين علاش تكوني خايفة. تنضنّ فيه غير الرواح. غادي نكتب لو الدوا اللي غادي يبرا بيه، واللي يمكن لك تشريه من الفرمصيان. الصبي خصّو يشرب تلاتة دالكينات فالنهار. من دابا سيمانة وخصّك ترجعي باش نشوفو واش عاونو هاد الدوا. تنطلبو الله يولّي لا باس.
:مريض: واش ميقّن بلّي فيه غير الرواح؟
:طبيب: أنا ما ميقّنش، ولاكن كيضهر ليّ بلّي فيه الرواح وصافي.

Lesson 64

واحد النهار مشينا نزورو ختي. كنّا ݣالسين فالبيت دالݣلاس وسمعنا ولد ختي الصغير جاي للدار وتيبكي. كان تيلعب فالزنقة وتهرّس لو دراعو. ناضو لوسي وراجلي دّاوه لعند طبيب العضام.

فالمغرب كاين الطبيب العامّ بحال طبيب الأسرة فألمانيا. وراه كاين حتّا اختصاصيّين اللي عندهم العيادة. تيمكن لك تمشي لعندهم نيشان، ما كاين علاش تكون بالواسطة ديال شي واحد آخر، يعني ماشي بحال فألمانيا، تيخصّك فاللوّل تمشي لعند طبيب الأسرة وهو غادي يصيفطك للاختصاصي، لا.

الطبيب راه ديما مكتوبة فالباب ديالو شنو هو، يعني معروف واش هو طبيب عامّ ولّا اختصاصي، وتيمكن لك تدخل عندو نيشان.

إيوه، مشاو لعند واحد طبيب العضام. شنو دار داك الطبيب؟ قلّب الدراع ديال داك الولد المسكين بالراديو

فالمغرب كلّ طبيب عندو الراديو. لابدّ ما يشوف شنو عندك لداخل. ماشي يالله غادي يقلّبك بيدّيه. لا، فالمغرب كلّ طبيب راه عندو الراديو

الراديو، الطبيب غير تيشوف بيه، ما تيديرش تصاور. التصاور راهوما فشكل آخر

المهمّ، داك الهرس ديال ولد ختي كان صعيب وداك طبيب العضام ما قدرش يشوف بالراديو كيفاش يعالج الهرس وصيفطهم لعند واحد الاختصاصي ديال التصاور

الاختصاصي ديال التصاور راه طبيب اللي تيدير تصاور لكلّ شي، متلاً المعدة ولّا المصارن ولّا العضام. فالمغرب غير تتمشي لعندو باش يدير لك تصاور.

حين تكمّلو التصاور راهوما رجعو لعند داك طبيب العضام. دار هاداك الكّبس فالدراع ديال الولد ورجعو للدار. كان لازم عليه باش يبقا بالكّبس ستّة ديال السيمانات. الوقت اللي حيّدو عليه الكّبس، لقاوه ما براش. عاود تاني الطبيب دار لو الكّبس من جديد.

ديك الساعة قالت مّي: هاد الشي ماشي معقول، ما تعاودش تدّي الولد عند داك الطبيب، غادي ندّيوه عند الجبّار.

فالمغرب غالباً فالقضيّة ديال الهرس الناس تيمشيو عند شي واحد اللي تيفهم فداك الشي. هو ماشي طبيب، ولاكن تيعرف شنو تيدير. تيدير شي حاجة اللي سميتها الجبيرة.

شنو هي الجبيرة؟ الجبيرة ما فيهاش الكّبس. فيها الخشب والطحين والبيض. الجبّار تيديرها علا البلاصة اللي تتكون مهرّسة.

حتّا الناس اللي عندهم الفلوس، اللي تيقدرو يخلّصو الأطبّا اللي غاليين بزّاف، فالقضيّة ديال الهرس راهم ما تيمشيوش عند الطبيب.

فعلاً، ناضو مشاو عند الجبّار وراه دار واحد الجبيرة فالدراع ديال الولد وبرا مزيان.

إيوه، هاد الشي اللي كان وعلا يدّ هاد الجبّار الولد برا وما ولّا فيه حتّا شي عيب.

Lesson 65

الطالب اللي تيدخل للكلّيّة ديال الطبّ تيقرا علا النفقة ديال الوزارة وتتشرط عليه الحكومة باش الوقت اللي غادي يخرج فيه من الجامعة، تيخصّو يعطي عامين ولّا تلت سنين، كلّها يخدمها مع المخزن، يعني غادي يخدم فواحد الصبيطار ديال المخزن.

الوقت اللي تتتكمّل هاديك المدّة ديال عامين ولّا تلت سنين اللي خدمها مع المخزن، تياخد الإدن باش يفتح العيادة ديالو، فين يزوروه الناس. ولاكن تيبقا يمشي واحد ساعتين فالنهار للصبيطار دالمخزن باش يخدم، تمّا يستقبل الناس اللي بلا فلوس، ومن بعد، حين تيجي للعيادة ديالو، يستقبل الناس اللي غيخلّصوه بفلوسهم.

المعاملة ديال الطبيب اللي بالفلوس احسن من المعاملة ديال اللي بلا فلوس. اللي بالفلوس تيتصنّط لك اكتر، تيمكن لك تهدر معاه. الطبيب اللي بلا فلوس تيكون فشكل آخر، تمّا كاينين الناس اكتر من البلاصة ديال الفلوس، والوقت ضيّق باش يتصنّط لكلّ واحد نصّ ساعة، الوقت ما كافيش.

إيلا كنتي ناعس فالصبيطار دالمخزن ما تتخلّص والو، غير تتجيب واحد الشهادة ديال الضعف.

إيلا كنتي ناعس فكلينيك تتخلّص من جيبك. غير شي واحد اللي عندو مرض صعيب ولّا الطبيب غادي يجري لو عمليّة صعيبة، تيمشي ينعس فالصبيطار دالمخزن لأنّ تمّا كاين كلّ شي الآلات اللي خصّو الطبيب اللي تيعالجك. وحتّا الفرمليّات كاينين فالصبيطار.

متلاً العمليّة دالقلب، هي الواعرة، تيديروها فالصبيطار الكبير، إنّما بالفلوس.

ما كايناش الزيارة فالصبيطار دالمخزن كلّ نهار، غير الجمعة للرجال والحدّ للعيالات. أمّا فالإيّام الخرين، الزيارة ممنوعة، لأنّ الناس اللي تيزورو شي مريض ناعس فالصبيطار ما تيعاونوش هادوك الفرمليّات اللي

خدّامين فالصبيطار. متلاً تيبقاو تيجيبو للمريض الماكلة، تيجيبو لو الدجاج واللحم والبيض إلا آخره، واخّا الطبيب قال: «هاداك ما ياكلش» ولّا: «ما ياكلش الإدام» متلاً.

هادا علاش ماشي مسموح باش تزور المريض كلّ نهار. يمكن لك تزورو غير مرّة فالأسبوع، احسن لو!

Lesson 65 (Closing text, exercise H)

كاين المرض ديال الجنون. كيتسمّا هاداك الإنسان مجنون ولّا مسكون. هاد المرض عندو بزّاف ديال السميّات.

هادوك الناس كيمشيو يزورو شي سيّد. ولّا يكتبو عند الفقيه وكيدبحو فالدار ويديرو بحال حفلة فالدار، بحال حضرة.

الإنسان اللي كيتّقبض كيغيب. كيغيب لواحد المدّة ديال ساعة ولّا ساعتين، ما كيعرفش شنو كيوقع فالدار. كيمكن لك تهزّو وتلوحو فالواد بلا ما يعرف. وكاين عاود تاني اللي كيتّقبض وكيبقا كيقطع حوايجو ويهرّس المواعن. كيهرّس كلّ شي اللي لقاه قدّامو.

حتّا كاينين جنون هنايا فألمانيا، ولاكن واش هادوك الجنون جاو من المغرب ولّا هاداك الشخص لقاهم هنايا، ما نعرفش.

شي مرّة شفت واحد المغربي فالصبيطار الألماني وكان المسكين كيتّقبض كلّ خطرة. فالوقت اللي كيتّقبض كيجيو الفرمليّات كيضربو لو واحد الشوكة كبيرة وكيبقا ناعس بيها ربعة وعشرين ساعة.

كان لازم يدّيوه لواحد السيّد. حيت فالمغرب، الناس اللي كيكونو مسكونين، يعني فيهم الجنون، تيدّيوهم لواحد السيّد، وكيخلّيوه فالسيّد حتّا يولّي لا باس.

وإيلا ولّا لا باس، غادي يشريو دبيحة، يعني حولي ولّا بگرة ولّا شي حاجة. وكيبقا داك الراجل ولّا هاديك المراة كلّ عام كيدير شي صدقة ولّا دبيحة حيت كيقول: «إيلا ما درتش هاد الشي غادي نعاود نمرض.